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ABSTRACT

A project was undertaken to facilitate the employment of retired military personnel as vocational education teachers. The specific objectives of the project were as follows: update the issues, barriers, and incentives involved in employing retired military personnel to fill teaching positions in civilian vocational education, develop a model for providing military personnel with counseling related to vocational education teaching as a second career, and provide recommendations for increasing the employment of retired military personnel in civilian vocational teaching positions. Data from communication with the military and vocational communities were assimilated into a brochure and an information profile that will be developed into camera-ready form for distribution to military personnel who have already decided to retire and who are in need of counseling about the steps they must take to become vocational education teachers. In addition, recommendations concerning ways of increasing the vocational education community's awareness of military retirees as a potential source of teachers and specific recruitment strategies were formulated. (Appendixes to this report include response letters from the military services, a list of organizations contacted and response letters, a list of technical panel members, and the agenda for the technical panel meeting.) (MN)

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EMPLOYING RETIRED MILITARY PERSONNEL AS VOCATIONAL EDUCATION TEACHERS

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FOREWORD

Employing Retired Military Personnel as Vocational Education Teachers describes materials for providing military personnel with information related to vocational education teaching as a second career. The publication also provides recommendations for increasing the employment of retired military personnel in civilian vocational education and presents issues, barriers, and incentives involved in placing retired military personnel in civilian vocational education teaching positions.

The National Center for Research in Vocational Education is pleased to present materials to assist in matching skilled experienced military personnel with the demand for qualified, experienced teachers in civilian vocational and technical education. These materials may be used by the U.S. Department of Defense personnel in preretirement counseling, as well as by military retiree organizations, State departments of vocational education, and State employment agencies.

The contributions of technical panel participants are gratefully acknowledged. Panel members were Mack Canterbury, Supervisor of Trade and Industrial Education, Virginia State Department of Education; Carol S. Osborn, Principal Civilian Adviser on Education and Training, Naval Education and Training Command, Pensacola, Florida; Col. William A. Scott, Director, Education Directorate, Office of the Assistant Secretary of Defense, The Pentagon; and George Sterling, Supervisor of Research, Survey, Evaluation, and Exemplary Programs, Division of Vocational Education, Ohio Department of Education.

Critical reviews of the final report were provided by Harry Drier, Associate Director for Development, and Dr. Harold Starr, Senior Research Specialist, of the National Center; Jerry Messex, Education Relations Officer, Randolph Air Force Base, Texas; and Dr. Ronald Stadt, Director, Vocational Education Military Program, Southern Illinois University.

The National Center is indebted to Dr. Shirley A. Chase, Research Specialist, who served as project director, and to project staff member John Tennant, Graduate Research Associate. Recognition also is given to Laurian Miguel, Program Assistant, who assisted with preparation of the final report; Marjorie Dellinger and Janet Ray, who provided typing and word processing assistance; and Janet Kiplinger, who supervised the final editorial review.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Employing Retired Military Personnel as Vocational Education Teachers was designed for both vocational education and military audiences. The objective was to provide information about and for one potential source of vocational education teachers--military retirees. Further, the aim was to bring together this supply of potential vocational education teachers with vocational education's continuing demand for teachers.

The investigation focused on acquiring data about potential military retirees and about the need for additional vocational education teachers. Further investigation concerned finding a means of linking vocational education teacher placement officials with military preretirement programs and providing preretirement counselors with information and materials to encourage military retirees to choose vocational education teaching as a second career. Discussion centered on data about potential retirees and teacher need, services available to military retirees, vocational education teacher certification requirements, barriers and incentives associated with the employment of military retirees as vocational education teachers, and recommendations for the vocational education community.

Findings summarized here reveal some avenues for beginning a linkage of vocational teacher placement with potential military retirees, as well as some problems associated with the establishment of such linkages.

Information available from the military services has been insufficient to provide a comprehensive National representation of the potential supply of military retirees by vocational education area and geographic area. The U.S. Department of Defense (DOD), through the Directorate of Accession Policy in the Office of the Assistant Secretary of Defense for Manpower, Installations, and Logistics, is committed to providing State Occupational Information Coordinating Committees (SOICCs) with the number of military members leaving the service (including both personnel separating and those retiring) and the specific States and counties to which they are going. The Dictionary of Occupational Titles (DOT) codes and branches of service also are included.

Information concerning availability of vocational education teaching positions is obtainable only through contact with individual State vocational education officials or with specific school district personnel. Most demand data available from literature lack differentiation between the total demand for vocational teachers and filled and unfilled need, or shortages. There seems to be an increasing need,

based primarily on the rate of teacher turnover, but this is difficult to document. The U.S. Department of Labor projects a demand of 139,000-147,000 vocational education teachers in 1995.

DOD and the individual military services have preretirement programs to help potential retirees prepare for adjustment to civilian life and to inform them about medical, financial, educational, and relocation benefits. The programs are conducted at the installation level at the discretion of the commanding officer. They seldom address second careers for the retirees. No servicewide programs are available for linkage with vocational education teacher placement officials.

Military service personnel may prepare educationally for vocational education teacher certification through voluntary, or off-duty, education. Through Defense Activity for Non-traditional Education Support (DANTES) programs, members of all service branches can receive counseling and arrange for educational programs.

Of the several organizations that serve retired military personnel, the Non Commissioned Officers Association and The Retired Officers Association help retirees find civilian jobs. Others provide job information through publications.

At present many States are revising teacher certification requirements. Most teacher certification data cite requirements for teaching in general. Requirements for vocational education teachers, which in many States are different from those for other teachers, usually are not provided in published form. Vocational education teacher requirements for each State have been provided in the past by the U.S. Department of Education, but they no longer are published.

Several barriers to employing retired military personnel as vocational education teachers, as identified by technical panel members, are presented. Teacher certification is one such hindrance to military employees' entering vocational education teaching, particularly below the postsecondary level. Retirees may be reluctant to enroll in academic programs to meet certification requirements to teach in vocational areas when they can become employed in business and industry without additional preparation. Also, military retirees may be unaware of the opportunities available in vocational education teaching.

Technical panel members do not view the barriers as insurmountable, and many barriers are outweighed by conditions that could provide incentive to military retirees to enter vocational education teaching. Many military retirees have teaching experience. Personnel eligible for

retirement may have taught technical training courses or conducted on-the-job training. Additionally, military retirees possess leadership and organizational skills developed during their military service. Another incentive is military retirees' eligibility for continued education benefits that cover all or part of the costs for education to meet requirements for teacher certification.

Materials developed during the project provide information for both the military retirees and the vocational education community. A threefold brochure provides information about vocational education teaching as a second career to make potential retirees aware of such opportunities. The value of retirees' occupational experience toward vocational education teaching is explained, and questions a potential retiree might have about certification, salary, future teacher demand, and where to seek information are presented and answered. A partial listing of vocational areas that can use retirees' experience is included.

A second product, an information profile, provides more in-depth information about vocational education teaching. For use by military counselors in discussing volunteer education plans with military personnel or as a handout to personnel who express an interest in vocational education teaching as a second career after retirement, the profile states the basic concept of vocational education: preparing individuals for employment in agriculture, business, health, home economics, industrial arts, marketing and distribution, and trades and industry. The profile describes different work environments for vocational and technical teachers; explains in-school and cooperative education teacher roles; gives reasons for vocational and technical education teacher demand and its increase; and presents interests, attitudes, and requirements for vocational teachers. Addresses of all State departments of vocational education also are provided to assist military retirees in locating teaching vacancies.

Recommendations for the vocational education community are presented. One recommendation is that State departments of vocational education obtain information about members of the military services retiring to their States and attempt to contact the retirees to inform them of vocational education teaching opportunities. To facilitate this, individual school districts should inform State departments of vocational education of teaching position openings. National and State associations of vocational education are encouraged to promote the hiring of retired military personnel as vocational education teachers.

Uses of the materials by military services personnel and vocational education personnel are described. Use of the brochure and the profile concerning the supply of potential

vocational education teachers would be carried out under the auspices of the U.S. Department of Defense. On the demand side, the recommendations for vocational education would be used by vocational education agencies and professional organizations at all levels.

CHAPTER 1.

INTRODUCTION

A shortage often exists of technically trained personnel to fill teaching vacancies in civilian vocational and technical education. Persons with the necessary preparation and experience frequently are attracted to opportunities in business and industry, thereby reducing the number of qualified people who are willing to become vocational and technical instructors. Potential new sources of vocational and technical instructors need to be explored.

Many military personnel retire at an early age with years of work life remaining. Many have had specific skill training and experiences and possibly have served as instructors in their fields. Some have been involved in curriculum development for the courses they teach. Personnel planning to retire from military service must make decisions about second careers and take steps to implement these decisions. An important aspect of their career planning is the availability of information to help retirees relate their military career experience to civilian career opportunities. They may not be aware of the potential teaching positions in vocational and technical education when making their second career decisions nor of the procedures to follow in acquiring these positions.

Although it is evident that teaching positions in vocational and technical education do exist and that experienced military retirees are a potential source of teachers, few effective mechanisms exist for bringing the two together.

The purpose of the project was to assist in facilitating the employment of retired military personnel as vocational education teachers.

Objectives

Specific objectives were as follows:

- Update the issues, barriers, and incentives involved in employing retired military personnel to fill teaching positions in civilian vocational education.
- Develop a model for providing military personnel with counseling related to vocational education teaching as a second career.
- Provide recommendations for increasing the employment of retired military personnel in civilian vocational teaching positions.

Figure 1 illustrates the problem addressed, which is the need to bring together the supply of retired military personnel with the demand for vocational teachers for the benefit of both the military personnel and vocational education. This situation will be approached through development of informational material, some targeted to the supply side and some to the demand side, in an effort to communicate to each the potential linkages.

SUPPLY	DEMAND
Military Retirees	Vocational Teaching
Competencies acquired through:	Requirements:
Occupational Training	Occupational Experience
Voluntary Education	Teacher Certification
Teaching Experience	Teaching Experience
Organizational and Leadership Activities	Organizational and Leadership Skills

Figure 1. Supply and demand base for the employment of retired military personnel as vocational education teachers

Background

Review of the Literature

Two previous studies have addressed the use of former military personnel as vocational and technical education teachers. Hensel, Bishop, and Crunkilton (1967) investigated enlisted men separating from military service as a potential source of teachers for vocational and technical programs. That survey of enlisted men separating from military service from three bases--one Army, one Navy, and one Air Force base, considered to be typical separation centers--revealed that approximately 27 percent indicated an interest in teaching as a future occupation. Although only 19 percent of those under 21 expressed an interest in teaching, nearly 30 percent of the men 21-22 years old expressed such an interest. Those with 13 or more years of education prior to entering the armed services represented the group with the most interest, and the percentage of enlisted personnel interested in teaching increased consistently as the military rank

increased. Of those who expressed an interest in teaching, 52 percent had completed course work in vocational-technical areas, primarily in electrical trades, mechanical service and hand trades, and business and office occupations; 71 percent had occupational experience in these areas. Almost 87 percent of respondents interested in teaching were willing to take additional training to qualify as teachers of vocational and technical subjects, with 72 percent indicating a willingness to invest more than one year to prepare for teaching. Slightly over one-half were willing to teach at any level, and 53 percent were willing to move to another State to accept a teaching position.

Personnel retiring from the military services were excluded from the Hensel survey of enlisted men separating from the military services to avoid duplication of a study made by System Development Corporation (SDC) of Santa Monica, California, "A Study of Potential Utilization of Retiring Military Personnel in Vocational and Technical Education Programs" (Richland and Rosove 1967).

The SDC study was designed to explore the feasibility of developing a computerized system to match military retirees with job vacancies in vocational education programs. The project's objectives were (1) to determine the compatibility between military occupational specialties and skill areas in vocational education programs; (2) to identify from a sample of current retirees those who might qualify for teaching positions in vocational education; (3) to determine State certification requirements and needs for teachers; (4) to develop an ongoing method for matching retirees with specific skills, interests, and experience to available teaching positions in vocational education; and (5) to recommend a military retiree-job matching system. Investigators concluded that there was a widespread shortage of vocational education teachers. Using a database composed of the personal histories of 323 military retirees acquired by questionnaires, investigators determined that many qualified military retirees desired to teach, and no systematic procedure or method existed for channeling them into vocational education teaching. Through interviews with officials at three major service personnel data centers, investigators concluded that none of the services could provide detailed information on education, training, and occupational experience for all retirees on a regular basis. Further conclusions were that State certification requirements posed no insuperable barriers to employment of retirees, no systematic procedure or method existed for channeling interested and qualified military retirees into the field of vocational education, and a computer-assisted method of matching retirees to job vacancies in vocational education was technically feasible. The study concluded that, because of the unique educational and occupational

requirements for teachers in vocational education, a separate computerized placement system should be established to service vocational education.

Based on study results, it was recommended that the computer-assisted system be designed and implemented as soon as possible. Further, it was recommended that the system's sponsor be the American Vocational Association (AVA), with possible cosponsorship by the American Association of Junior Colleges. Funding should be provided either individually or collectively by the U.S. Department of Defense (DOD), the U.S. Department of Labor, the Office of Economic Opportunity, and/or the U.S. Department of Education. It was recommended that the system be operated by an independent, nonprofit organization possessing appropriate computer facilities and experience in the field of education, information system design, computer programming, and advanced data management technology.

To inform retirees of present career opportunities in vocational education, investigators recommended that AVA prepare a 2-page pamphlet concerning available teaching opportunities in vocational education for distribution to all military retirees; that the pamphlet be distributed during all U.S. Department of Defense/U.S. Employment Service retirement orientation lectures and its contents reviewed in those lectures; and that DOD revise its publication Teaching: A Second Career to include current information concerning vocational education.

The National Center has established and maintained cooperative linkages with the military services and has studied the issues related to developing a closer cooperative relationship between the military services and vocational education. The Military Curriculum Materials project (Budke 1976; Chase 1980) had as its purpose the identification, acquisition, evaluation, and dissemination of curriculum materials developed by the military services that have applicability for civilian vocational and technical education. Communication was developed with DOD and over 40 military bases and personnel. These linkages were used in the current study in seeking information about the number and characteristics of military retirees. The Pensacola Naval Air Station provided substantial information about two programs linking military personnel with local schools and encouraging military personnel to take courses that will enable them to meet teacher certification requirements.

In a second National Center study, Ruff and others (1981) examined the potential roles vocational education could play in assisting the military services to meet training responsibilities. Of importance to the current study were the issues related to developing a cooperative

relationship between the military services and vocational education. The authors propose that a fundamental question exists as to the overall desirability of vocational education developing a closer cooperative relationship with the military services. Positive consequences of a closer military-vocational education relationship, in which public vocational education assists in training military personnel, would accrue to the military services in terms of a reduction in the training incompatibilities among the different military services. Vocational education would benefit from an updating of technological capacity. Negative consequences for vocational education of a closer cooperative relationship would include the possible creation of the perception that the public school system was engaged in quasi-military training, a limited co-opting of the public education system if the military services were to commit substantial resources, and the diversion of planning resources needed in other areas for the work required to plan and institute effective efforts. If potential roles which vocational education could play to assist the military services were deemed beneficial, several implementation issues would have to be addressed: (1) limited institutional history of cooperative relationships--no proven institutional channels of communication; (2) National military decision-making authority versus locally operated, state-coordinated public education system; (3) the military perspective that vocational educators have only a limited understanding of the modern military system; (4) the difficulty in developing ownership for a closer cooperative relationship with the military services; and (5) the necessity for the military services to develop methods for evaluating the compatibility of vocational training programs.

In addition, the National Center's National Academy has organized and conducted study tours of exemplary sites that demonstrate collaboration between vocational and technical education and the military-defense complex. Although these tours were planned with the opposite focus of the present study's focus, that is, to show how vocational and technical education could help the military-defense complex, the aspects of collaboration demonstrated between vocational and technical education and the military services were studied to determine significance for this project. Experiences, plans, approaches, and concerns presented about collaborative relationships were specific to the contracts between individual installations and local educational institutions or agencies.

Similarly, Starr (1984) investigated strategies for enabling State vocational education agencies to improve their responses to defense contractors' training needs. Findings indicated that public vocational education systems and firms within the defense industrial base should collaborate to

provide skill training to bolster the defense industrial base. Such collaboration was not yet in place, however, and the reasons for that situation were unclear.

Exemplary linkages between vocational education and the defense establishment were identified and documented in a project undertaken by the National Association for Industry-Education Cooperation (Clark and McCowan 1985). In addition, a set of guidelines for motivating and training individuals to develop and maintain effective, collaborative linkages under various conditions; and a set of workshop materials for effective use of the guidelines were developed. Like previously cited projects, this project was designed to benefit defense contractors by training skilled workers in less time at a lower cost through vocational education courses. Vocational education also is expected to benefit, however, through improved quality of programs, as a result of greater involvement of technical experts from industry.

In the investigation of teacher certification requirements, few references were made to requirements for vocational and technical education teachers. In the National Center for Information on Careers in Education publication, Careers in Education, Burtnett, Williams, and Greenfield (1973) stated that vocational-technical education teachers must have licenses or certificates for teaching in both public and private schools and that specific requirements are determined by each State. Temporary certification is available in some States, and credit may be given toward degrees and certification for work experience.

The National Education Association's (NEA) Standards and Certification Bodies in the Teaching Profession (1983) presented information for NEA and its affiliates to use in achieving the goals of the NEA resolution that the profession govern itself. A set of standards and a governance mechanism for implementing the standards were indicated. It provided information on (1) the current status of standards and certification bodies for use in assessing the nature and size of the task required to accomplish its goals, (2) state-by-state conditions on standards and certification bodies, (3) the range of powers and duties of State governing bodies, and (4) current requirements among the States for admission to and retention in the teaching profession. Requirements and processes for preparing to meet requirements were given for general certification. Vocational and technical education teacher certification requirements, which differ from general teacher certification requirements in many States, were not addressed.

Of writers on preretirement counseling, only two have directed attention to military retirees. Retired Colonels Dethlefsen and Canfield (1984), now specializing in

preretirement planning, emphasized the need to start early--5-10 years before retirement from military service--to prepare for a second career. They further stated that retirement from military service actually is a midlife career change for which the armed services do not provide assistance. Recommendations for potential military retirees included writing a draft resume to be updated and refined, starting a file of contacts or contacts needed, learning about companies that specialize in their fields, starting a geographical file of firms, learning about job search approaches, preparing for job search expenses, staying in circulation, keeping informed, and taking courses.

Use of retired persons was addressed in another National Center project, ASSERT (Warmbrod and Eisner 1979). A system was designed to use the expertise, talent, and experiences of retired persons as volunteers in postsecondary institutions to strengthen the educational experiences of students. The subjects were older retired persons and were drawn from the area where the educational institution was located. National recruitment and preparation for a second career were not considered.

Investigation of considerations for preretirement counseling included a review of Brahce (1983), who discussed different types of preretirement counseling models and described their uses in a variety of organizations and institutions. He also discussed the societal changes affecting retirement. In the same vein, Sheppard discussed the implications for vocational education of new National retirement policies in the compilation Retirement Policy: Planning for Change (Anderson 1982). This review revealed counseling models for education in general and information to prepare older potential retirees for the practical aspects of retirement. Whereas developing such a broad-based model was far beyond the scope of this project, these examples were not practical for fashioning a model for military preretirement counseling for second careers.

This study was predicated upon the supposition that the military services, through their retirees, could contribute to the supply of civilian vocational education teachers and that vocational education has a demand for teachers. A review of the literature on this supply and demand follows.

Supply. Information about retirees was sought from the Army, Navy, Air Force, Marines, and Coast Guard. Replies from the Army, Navy, and Air Force were received from James H. Baynham, Freedom of Information Privacy Act Officer for the Department of the Army; Lt. Scott E. Wilson, Deputy Assistant for Public Affairs for the Department of Navy; and Lt. Col. Milton R. McFarland, Chief, Policy and Procedures Branch, Directorate of Personnel Program Actions for the

Department of the Air Force. The information supplied consisted of only the number of retirees for each specialty code (Army, military occupational specialty; Navy, rating; and Air Force, career field) for 1982, 1983, and 1984. The Family Educational Rights and Privacy Act, 1974, prevents the military services from automatically releasing the names of retirees. No demographic or background data were given for the retirees, and no indication was made of where the retirees intended to locate.

A more useful source of supply information is now being made available from DOD, through the Directorate of Accession Policy in the Office of the Assistant Secretary of Defense for Manpower, Installations, and Logistics. This will provide State Occupational Information Coordinating Committees (SOICCs) with the number of military members leaving the service and the specific States and counties to which they are going. The information also includes Dictionary of Occupational Titles (DOT) codes and branches of service.

Demand. Teacher turnover, greater student enrollment, increased course offerings, and failure of prepared vocational education teachers to enter the teaching profession have contributed to a steadily increasing demand for vocational education teachers, as Brockway and Sage (1982) show in reporting the studies by Craig (1976) and Knight (1977). Teacher turnover has increased since 1954 and accounted for half of the teacher shortage in 1978 (Gray, Zeigler, and Woolf 1979). Previous demand for vocational education teachers was documented also by Hensel, Bishop, and Crunkilton (1967), Burtnett, Williams, and Greenfield (1973), Koble and Phillips (1978), and Temme and Zeigler (1980).

Problems were encountered in comparing demand data reported by Hensel, Bishop, and Crunkilton (1967), Burtnett, Williams, and Greenfield (1973), Koble and Phillips (1978), Gray, Zeigler, and Woolf (1979), and Temme and Zeigler (1980). Some factors that caused the problems are the following: (1) different years were reported in different studies; (2) shortage was indicated in some figures, total demand in others; (3) some figures were reported for previous years and some were projected for future years; (4) different estimates of teacher turnover rates were used; (5) different educational levels (of instruction) were considered; and (6) different bases for projection were used, as well as different beginning years and target dates. All investigators, however, reported a steady increase in demand at the time of reporting.

Current literature provides vague estimates of demand for vocational education teachers. The Association for School, College, and University Staffing (1984) reported

a slight shortage of teachers in industrial arts education. Vocational agriculture and business education were reported to have a balance between supply and demand, and health education and home economics were reported to have a slight surplus of teachers. The only demand projection found for a future target date was for the availability of 139,000-146,000 vocational education teaching positions in 1995, projected in 1983 by the U.S. Department of Labor (Sylvestri, Lukasiewicz, and Einstein 1983). It was unclear, from the information presented, what levels of instruction were included.

As noted in the preceding paragraphs, information about the demand for vocational education teachers is sketchy and sometimes conflicting. In general, the literature reviewed did predict a continuing demand for personnel in the field at the time of writing; however, vocational education teacher demand currently is difficult to document.

Summary

Clearly, the System Development Corporation study (Richland and Rosove 1967) investigating the use of retired military personnel as vocational education teachers most closely paralleled the present study. Limitations identified in that study and problems caused by the dearth of information persist; however, formal data collection was not included within the scope of this study. Only existing data were to be used. This literature review yielded names of military contacts and information about collaborative ventures between the military services and vocational education from former National Center studies, although relationships in the studies were geared toward assistance provided to the military services by civilian vocational education. The recent Clark-McCowan project describes exemplary linkages and guidelines for establishing collaborative relationships. Teacher certification literature provided information about certification in general but did not address the different certification requirements for teaching in vocational education. Models studied for preretirement counseling centered on preparing older potential retirees for retirement and its practical aspects, including financial considerations, living arrangements, services available, and use of time. No counseling models were found for younger retirees or military retirees.

Data on the supply of military retirees who might prepare for a second career in vocational education teaching is enhanced by DOD's providing the SOICCs with information on the number of military personnel leaving the service by state and county of intended residence, DOT codes and branches of service. Vocational teacher demand data are critically needed. Literature in that area is sketchy and conflicting in nature. It is difficult to document shortages of teachers for vocational and technical education.

CHAPTER 2.

PROCEDURES

This chapter describes the procedures followed to meet the proposed objectives of this study. Key project tasks included the review of information related to the problem, preparation for the technical panel meeting, conducting the technical panel meeting, and post technical panel meeting activities.

Review of Related Information

Searches of Education Resources Information Center (ERIC) were conducted to acquire information on career counseling models, teacher certification, teacher demand, military preretirement programs, and military personnel and teaching. Pertinent documents were reviewed, cited, and discussed in this report.

A search of the National Center's Program Improvement database (RIVE) for projects related to the military services yielded few records. Of these projects, the only applicable ones were conducted by the National Center and are discussed in chapter 1. A National Technical Information System (NTIS) search yielded no records pertaining to military personnel and preretirement. A concentrated effort was made to search the Defense Technical Information Center databases. Finally, information was obtained that the databases do not include topics applicable to this study. Therefore, the effort was abandoned, and the information was sought directly from the military services.

All State departments of vocational education were contacted through an ADVOCNET telecommunications message requesting information regarding programs focusing on the employment of retired military personnel as vocational teachers. ADVOCNET responses were received from two States, Georgia and Arkansas. The original message and the two responses are in appendix A. Additional mail responses were received from Ohio and Kansas.

The teacher certification agencies in the four key States of California, Florida, Texas, and Virginia, were contacted by telephone to acquire copies of teacher certification requirements. The agencies were reached through their respective departments of vocational education. Charts of requirements for those four States are in figure 2, p. 48.

The Departments of the Air Force, Army, and Navy were contacted by letter to acquire supply information on retiring military personnel. Responses received from each of these services were in varying formats that would be difficult to consolidate to provide useful information for this study. The Air Force sent information on the retired airmen and the retired officers by career field; the Army sent the number of Army retirees by military occupations specialty (MOS), which consisted of 174 pages of computer printout; and the Navy sent information on the voluntary retirements by rating. The letters accompanying the materials are in appendix B. At most, a compilation of this information would provide a National picture of military retirees by speciality code. The more complete information provided to the State Occupational Information Coordinating Committees (SOICCs) by the U.S. Department of Defense's (DOD's) Directorate of Accession Policy will be more usable than the information received directly from each military service.

The chief education services officer or retirement services officer for the Air Force, Army, Coast Guard, Marine Corps, and Navy was contacted either by telephone or letter to find out about the current preretirement counseling programs in the military services.

The project director attended the Eleventh Worldwide Military Services Education Conference, University of Maryland, April 1985, to acquire information relative to the study from formal presentations and informal contacts with military personnel, civilian educators, and counselors working with the military services. During the 4-day meeting, no formal presentation was devoted to the topic of counseling for second careers. Many presentations concentrated on counseling about educational, medical, financial, and relocation benefits for both current and retired military personnel. Informal contacts, particularly with education service officers, indicated that any counseling of retirees for second careers was done at the discretion of the local installation through the education services office, depending on availability of staff and time. It was not done under any servicewide directive. These findings seemed to confirm the fact that, in general, the military services do not feel a major responsibility for counseling retirees in relation to second careers.

To present information about this study and to obtain applicable information, the project director attended "Teacher Training for Retired and About-to-be-Retired Military," a meeting of working group number one of the Joint Committee on Education and Training for National Security. (This committee is described in chapter 3, "Findings.") Approximately 60 persons from DOD, the U.S. Department of Education (ED), organizations serving retired military

personnel, and universities and colleges attended the September 19, 1985, meeting. Meeting chairman, Col. William A. Scott, Director, Education Directorate, set the stage by indicating that the military services were supportive of the efforts of ED and, specifically, the "Employment of Retired Military Personnel as Teachers of Science, Mathematics, Technology, and Vocational Education" working group in recruiting trained military personnel. However, Col. Scott did emphasize that recruitment should not be initiated until after the military personnel had made the decision to retire. The military services are interested in keeping expertly trained personnel as long as possible and do not want them enticed to leave the service early.

Initial contacts often provided other leads, which were followed up whenever possible. This led to contacts with specific military installations to obtain information on preretirement counseling programs. A local military person planning to retire was interviewed to determine the counseling he was receiving. At his home installation, Ft. Benjamin Harrison, Indianapolis, Indiana, he received preretirement information focusing mainly on future military benefits rather than on planning for a second career He was seeking career planning information, as he was interested in using his military training to become a vocational welding teacher.

Letters were written to 21 organizations serving retired and active duty military personnel, such as The Retired Officers Association and the Air Force Association, to determine services to clients and publications through which the results of this study might be made visible. Additional agencies were telephoned. A list of the agencies contacted and their addresses, telephone numbers, and publications is in appendix C, together with the letters of response.

Information obtained from all of the above sources is discussed in detail in chapter 3, "Findings."

Preparing for the Technical Panel Meeting

This study included a technical panel consisting of two representatives from the military services and two from civilian vocational education to assist in developing information and materials.

Potential panel members were identified through contacts made while acquiring background information for the study and through linkages established during previous National Center projects. An attempt was made to identify potential members to cover the different thrusts of the study, so that each

member could make a major contribution to the information and materials that were to be developed.

Col. William A. Scott, Director, Education Directorate, Office of Assistant Secretary of Defense, or a member of his staff, either Dr. George J. Nolfi or Dr. Lenore E. Saltman, was suggested as a representative of DOD. Having served on The National Center's National Advisory Council, Col. Scott has extensive knowledge about the National Center. Col. Louis Mendez, Programs Development Section, or either William Dennis or George Sanders was suggested to represent the Office of Vocational and Adult Education (OVAE), ED. They are involved with the Joint Committee on Training and Education for National Security; more specifically, George Sanders is chairing the working group "Employment of Retired Military Personnel as Teachers of Science, Mathematics, Technology, and Vocational Education." Therefore, their representation was important. Because many of our contacts recommended a review of programs developed at the Naval Education and Training Command, Pensacola, Florida, under the direction of Dr. William Maloy, Dr. Maloy or a member of his staff, Carol S. Osborn, was suggested to serve on the panel. Of the four States specified and contacted for information about teacher certification requirements, Virginia has the most systematic program for the employment of military retirees as trade and industrial education teachers. Therefore, a representative from Virginia or one from Texas or California was suggested. (Florida, the fourth State, would be represented by a panelist from the Pensacola program.)

Recommendations for panel members were approved, and persons were contacted to determine if they could serve. Col. William A. Scott agreed to represent DOD on the panel; Carol S. Osborn, of the Naval Education and Training Command, attended as a representative for Dr. William Maloy; and Mack Canterbury, Supervisor, Trade and Industrial Education, represented the Virginia State Department of Vocational Education. The Office of Vocational and Adult Education was unable to send a representative, so George Sterling, Ohio State Department of Vocational Education, was asked to serve as the other vocational representative. These selected panel members included one active duty military officer, one civilian employee of the Department of the Navy, and two representatives from State departments of vocational education--one from Virginia and one from Ohio. Names, addresses, and telephone numbers of the technical panel members are in appendix D.

Prior to the meeting of the technical panel, a draft version of the barriers and incentives for employing retired military personnel as vocational education teachers was prepared; drafts of an awareness brochure and of a list of

recommendations for the vocational community also were prepared. These materials were developed using the information acquired from the literature search and contacts with the field previously described. These products, other background materials, and an agenda were provided to the panel members on their arrival in Columbus. Thus, panel members had an opportunity to peruse the materials before meeting.

Conducting the Technical Panel Meeting

The technical panel met on June 18-19, 1985, at the National Center to provide further information relevant to the study and to assist in the development of the products--an awareness brochure and a list of recommendations for the vocational community. The agenda is in appendix E.

After a welcome and introductions, the stage was set for the 2-day meeting with a project overview, a summary of activities to date, and an explanation of the purpose of the technical panel.

The first session centered on an extensive discussion of the issues involved and the specific barriers and incentives for employing retired military personnel as vocational education teachers. Although several barriers were identified, they seemed to be outweighed by the incentives. The panel members indicated that none of the barriers seemed insurmountable. The potential list of barriers and incentives developed previously was reviewed, revised, and refined based on panel member suggestions. That list is presented and discussed in chapter 3, "Findings."

Another activity during the first session was the presentation on current programs in the military services for assisting personnel with second careers. Carol S. Osborn described a Navy program that is an initiative in support of the President's Partnerships in Education program. This Math/Science Initiative is a two-part program. The first part organizes volunteers to work within the schools by tutoring, sponsoring math and science clubs, training teachers and students in the use of computers, judging at science fairs, and lecturing in a variety of subject areas.

The second part identifies, from the volunteer group, those individuals nearing retirement who desire to pursue teacher certification programs leading to second careers as mathematics or science teachers. A local university has developed a teacher certification program specifically to meet the needs of this group, offering courses at convenient times and locations. Program participants have benefited in terms of personal satisfaction as well as appreciation shown

by schools in the community. In addition, the program provides long-term potential for handling the mathematics and science deficiencies in the Nation's education system. The Math/Science Initiative was begun in the spring of 1983 as a direct response to a call for help by the Governor of Florida. It has been very successful at the initial sites in Pensacola, Orlando, Jacksonville, and Norfolk. The Air Force has indicated an interest in developing similar programs. Although the emphasis in these programs is on mathematics and science, programs could just as well be developed with relevance to vocational education.

The second and third sessions of the technical panel meeting consisted of discussion and development of the materials needed by the military services to assist in the counseling of personnel planning to retire.

Col. William A. Scott told the group that DOD is not in the business of providing second careers for retirees. However, he was supportive of the idea of others supplying information and recruiting military personnel if done only after military personnel had decided to retire. He recommended that information be supplied to the retirees at their out-processing during their last six months in the service. This could be done by education services offices because they offer information on general military benefits to retirees. Carol S. Osborn indicated that Pensacola retirement counseling consists of 3-day sessions, during which information materials on second careers in vocational education teaching could be made available. Therefore, the technical panel considered it most feasible to develop printed materials that could be used by the education services offices, family services offices, or other such units.

As background for the development of the materials, both the awareness brochure draft and a publicity piece, "Be a T&I Teacher," developed and used by the Virginia State Department of Vocational Education, were thoroughly examined. Suggestions such as the following were made for inclusions in the brochure:

- Emphasize that most States do not require a college degree to teach in the trade areas.
- Stress that schools are looking for you (the military retiree) because you have special talents.

Each technical panel member selected a section of the brochure to develop and wrote the information to include in the final product.

The second day focused on recommendations for vocational education. Mack Canterbury explained the system used in Virginia for recruiting retired military personnel as vocational teachers in the trade and industrial education area. Mr. Canterbury indicated that, of the 1500 trade and industrial teachers in Virginia, over one-third are military retirees. Because the area has a high concentration of military installations, recruiting military retirees is relatively easy. Virginia gets a good return of applications simply by advertising in the local newspapers. In an area of such a high concentration of military installations, information on programs and vacancies spreads by word of mouth. They have not had to close any programs because of shortages of teachers, but they do experience shortages frequently in the areas of welding, carpentry, and masonry. They find that civilians often teach in addition to operating a business, and, if business increases, they will leave teaching for the business. They find that it is easier to retain retired military personnel as teachers than civilian teachers. They are locating more female teachers now than in the past for trade and industrial education and expect that the numbers will continue to increase as more women begin to retire from military service. Mr. Canterbury indicated that the retired military personnel fit right into the schools, and no one realizes that they come from the military service.

George Sterling indicated that he expects a shortage of teachers in Ohio in three years. The State is encouraging teachers to retire early by buying them retirement years. This means that additional new teachers will be needed as replacements. Postsecondary school enrollment has decreased, somewhat, but Ohio will experience an acute shortage of teachers for adult programs, which are increasing. Mr. Sterling stated that 200 vocational education teachers are hired annually, with sometimes as many as 50 applicants for each position; on the other hand, in some areas, there may be no applicants for a vacancy. The greatest need in Ohio at present is for computer teachers with the type of skill, training, and leadership and organizational ability that retired military personnel have. The retirees not meeting certification requirements would have to participate in inservice education. It consists of 4-6 weeks of orientation to Ohio schools, teaching strategies, record keeping, and other information needed by new teachers, who then must start bachelor's degree programs. Ohio requires a minimum of seven years of occupational experience for trade and industrial teachers.

With this background information, the panel proceeded to scrutinize the draft of the recommendations for vocational education and make suggestions for revision. The list of

recommendations is presented in chapter 4, "Products, Dissemination, and Future Directions."

Discussion at the last session of the technical panel meeting centered on dissemination and use of the materials developed during the study. In addition to disseminating them to military installations under the auspices of DOD, panel members suggested promoting the products for the military retirees through organizations (chapter 4) that serve that group by submitting articles to military retiree newsletters and to journals of professional associations of military personnel. In addition to the dissemination of information and materials to the vocational community through the State departments of vocational education, it was suggested that articles be submitted to the Vocational Education Journal and State professional association newsletters and that the National Association of State Directors of Vocational Education (NASDVE) be made aware of the information and materials. Presentations at professional meetings such as the American Vocational Association (AVA) Convention were suggested to make the vocational community aware of this study and the resulting materials.

The technical panel meeting closed with the decision to send the materials, after refinement by staff, to the panel members for their final review and suggestions.

Post-Panel Meeting Activities

Following the technical panel meeting, the minutes were carefully reviewed, as were the paragraphs written by panel members. Suggestions for the materials were incorporated into the awareness brochure and the list of recommendations for vocational education. Since it was not possible to include all of the specific information suggested in the brochure, it was decided to develop a second product for the military services--an information profile (figure 5, p. 65), which would provide more in-depth information about vocational teaching.

The refined materials, brochure, information profile, and the list of recommendations were then sent to each of the panel members for their final response. The materials were well accepted and were returned with suggestions for only minor changes. The final versions of the materials are presented in chapter 4, "Products, Dissemination, and Future Directions." The final report was written and underwent a Product Review Exchange (PRE), in accordance with the National Center's quality control program.

Summary

Information for the study was acquired through database searches; contacts by telephone, letter, and electronic communication (ADVOCNET) with the military and vocational communities; person-to-person contacts; and technical panel discussion.

The technical advisory panel helped to provide background information for the development of products resulting from the study. Following refinement of the materials, based on technical panel input, the products were sent by mail to the panel members for their final comments. The products are presented and discussed in chapter 4, "Products, Dissemination, and Future Directions." The final report was written and underwent review within and outside of the National Center to ensure quality.

CHAPTER 3.

FINDINGS

Findings from contacts with individuals, database searches, and the technical panel meeting are reported in this chapter. Descriptions of military services preretirement programs will be followed by discussions of voluntary education, associations serving military retirees, teacher certification, and barriers and incentives to employing military retirees as vocational education teachers.

Military Services Preretirement Programs

The U.S. Department of Defense (DOD) and the individual armed service branches have preretirement programs to help personnel prepare for adjustment to civilian life and to inform potential retirees about medical, financial, educational, and relocation benefits. These programs for transition to civilian life generally are conducted at the installation level at the discretion of the installation commanding officer. This section provides a description of preretirement counseling in the military services.

U.S. Department of Defense

In the past, the military services have been involved in programs designed to facilitate movement to civilian careers. Project Transition was a DOD undertaking initiated in response to President Johnson's 1967 Manpower Report to Congress, in which he called for enhancement of the transition of military personnel to civilian life (King 1970). The design involved identification of eligible personnel; guidance, counseling, and aptitude testing; enrollment in training or General Educational Development programs; assistance in job resume preparation; and, in some instances, placement in on-the-job training during a participant's final six months of active duty (Eastlick 1973). First priority for entrance into this project was given to military personnel without marketable skills, but the program was available to other personnel on a space available basis.

DOD is working currently with the U.S. Department of Education (ED) on the Joint Committee on Training and Education for National Security. This committee is the result of an agreement between Dr. Robert M. Worthington, formerly Assistant Secretary for Vocational and Adult Education, and Dr. Lawrence Korb, formerly Assistant

Secretary for Defense for Manpower, Installations, and Logistics. Through this committee and its four working groups, DOD and ED provide leadership in coordinating defense preparedness efforts and in launching new initiatives related to defense preparedness. The four working groups are (1) "Employment of Retired Military Personnel as Teachers of Science, Mathematics, Technology and Vocational Education," (2) "Applications of DOD-Developed Education and Training Technology to the Civilian Education Sector," (3) "Innovative Strategies for the Delivery of Vocational Education Programs to the Armed Forces," and (4) "Academic Competencies (U.S. Army Baseline Skills Research Project)." Working group number one is of particular interest to this project.

Army

The Army previously required its Retirement Services Offices to sponsor job and benefit fairs. This requirement was deleted in the most recent (1 December 1984) edition of Army Regulation 608-25, "Retirement Services Program." This same regulation requires members with 18 or more years of active duty to take part in the Retirement Services Program and to report participation once every three years thereafter until retirement. One of the objectives of this program is to help retirees make smooth and successful transitions to civilian life. The preretirement orientation, however, deals almost exclusively with informing retirees of their benefits upon retirement, such as medical care, travel pay, shipment of household goods, and calculation of retirement pay.

The Retired Services Offices at Forts Benjamin Harrison and Knox were contacted. Fort Benjamin Harrison reported that neither job counseling nor assistance is provided for the transition to civilian life. At Fort Knox, a representative of the Kentucky State Manpower Office comes once a month to help those retiring or separating with job placement. No preretirement counseling programs for second careers were identified. The Army's education services office at the Pentagon confirmed that the Army does not offer preretirement counseling concerning transition to civilian jobs.

Navy

The Department of the Navy currently provides broad guidelines to installation commanders concerning information that must be provided during preretirement counseling. As in the Army, this counseling covers benefits available to retirees from the Navy as well as from other agencies such as the Veterans' Administration.

In examining Navy preretirement counseling, project staff reviewed the programs at the Pensacola Naval Air Station in Florida. At Pensacola, the Career Council sponsors a seminar every other month that covers such topics as resume writing and adjustment to the civilian sector in addition to the medical, legal, and educational benefits that retirees will receive. The family services office provides some of the counseling in the area of second careers by sponsoring a 1-day job search seminar. Personnel distribute information from outside agencies during these seminars, but they are prohibited from advertising or providing names of retirees to civilian agencies.

The Navy Math/Science Initiative (MSI) at Pensacola, discussed at the technical panel meeting and reported in chapter 2, was developed in response to the President's Partnerships in Education program and is being expanded to other installations. The project addresses the need to improve math, science, and computer science competencies of students in the school systems. To accomplish this, Navy personnel volunteer to help in the local schools by tutoring, assisting with math and science clubs, training teachers and students in computer use, and lecturing. The program is relevant to this project in that MSI personnel identify volunteers nearing retirement from the Navy who are interested in obtaining certification as mathematics or science teachers. The University of West Florida has tailored a program specifically to help members of this group meet teacher certification requirements. Although the program does not address the vocational education area, procedures used to identify interested personnel and tailor a certification program could be adapted for vocational education.

Air Force

Information was solicited from the Education Services Office at the Department of the Air Force. The Air Force currently has no programs related to preparing for second careers. Some education services offices at the installation level have offered such programs in the past, but current policy is not to offer such assistance. Each education services office has two career counselors who may if requested, provide assistance in preretirement counseling for civilian jobs.

The separations and retirement office at Wright Patterson Air Force Base was contacted. They provide retirees with information on benefits only.

Marine Corps

Information from the U.S. Marine Corps Headquarters indicated that the Marine Corps offers preretirement counseling about benefits and employment restrictions but does not offer counseling concerning civilian jobs. The Marine Corps currently is assessing the need to provide this type of counseling, with the possibility of instituting a 3-day preretirement program.

Coast Guard

The Coast Guard provides not only the usual counseling about benefits but also a pamphlet developed by the Coast Guard retirement office pertaining to the transition to civilian life and a copy of the Retired Military Almanac published by the Uniform Services Almanac, Inc. Both the pamphlet and the Retired Military Almanac provide the same kind of information as the preretirement briefings of the military services, such as information about benefits and related issues.

Summary of Military Preretirement Programs

Military services preretirement programs generally address transition to civilian life by providing information about retirement benefits and related issues. Programs to counsel potential retirees about second careers and preparing for second careers were not found.

The few preretirement programs with career assistance located within the armed services branches are conducted at the installation level. Therefore, no National network is available for vocational education to link with to provide information on vocational education teaching.

Military Voluntary Education Program

Military service personnel may participate in voluntary education. During off-duty hours, personnel may take courses of their choice through a variety of educational arrangements.

The Defense Activity for Non-traditional Education Support (DANTES) supports

> the voluntary educational functions of the Office of the Secretary of Defense and the Military Services by administering non-traditional educational programs, managing specified contracts for educational services,

> providing educational and informational materials, conducting special projects and developmental activities, and performing other management and educational support tasks (Department of Defense 1984, p. 1).

At individual installations, education services officers (ESOs) provide career and academic guidance, identify career interests and basic skills deficiencies, and assess potential for advanced educational work. Making use of courses and examinations available from civilian schools, colleges, and associations, DANTES also administers the following tests: American College Testing Assessment Program, Scholastic Aptitude Test, Graduate Record Examinations, Graduate Management Admission Test, National Teacher Examination, and College Level Examination Program.

> DANTES programs are available to Army, Air Force, Marine Corps, and Coast Guard personnel through the local installation Education Office, to Navy personnel through the local Navy Campus Office, and to eligible National Guard and reserve personnel through the nearest active component Education Office (Department of Defense 1984, p. 2).

Service members may upgrade their individual performance through instruction in reading, math, English, English as a second language, and English composition. Supporting occupational specialties, the programs enhance job performance and prepare participants for postsecondary study. High school completion programs are offered, as well as noncredit programs that include a wide variety of special interest courses ranging from personal enrichment and leisure activities to highly technical job-related programs. Postsecondary programs leading to degrees or certificates also are offered.

Materials developed in the current study could be disseminated through DANTES counseling to compensate for the lack of second-career counseling in ongoing service branch programs.

Associations Serving Retirees

Several organizations have been established to serve military personnel once they have retired. Ten organizations replied to the request for second career counseling program information. Only two, the Non Commissioned Officers Association and The Retired Officers Association, provided assistance to retirees in finding civilian jobs. Five others (Air Force Association, American Veterans of World War II, Korea, and Vietnam (AMVETS), Marine Corps Reserve

Officers Association, National Association for Uniformed Services, and National Guard Association of the United States) provided job information only through their publications.

The Non Commissioned Officers Association (NCOA) of the United States of America has established a Veterans Employment Assistance program to provide separating and retiring service persons with an opportunity to be educated and/or employed in the civilian job market. At job fairs throughout the United States and Germany, employers and job seekers can meet and exchange information. The Job Seekers Guide lists the names, addresses, and phone numbers of companies attending a job fair and indicates their job openings and geographical locations. In People Bank, printed monthly, special NCOA miniresumes are listed under 22 vocational categories. Job-seeking veterans complete a miniresume, with assistance from NCOA counselors and officials, if desired, and send it to NCOA International Headquarters, where it is categorized and placed in the People Bank. Job fair participating companies contact directly the veterans listed in the People Bank. Job seekers also may attend the job fairs. Herbert M. Flanagan, Special Projects Director for NCOA, suggests that NCOA provide the arena in which veterans and vocational institutions can be brought together resulting in better instructors, higher levels of student learning, and quality workmanship.

The Retired Officers Association (TROA) provides many practical services to members regarding second careers. Their publication, Marketing Yourself For A Second Career, presents much helpful information about the transition from military to civilian life in relation to conducting a job search. This organization offers a free placement service, TROA's Officers Placement Service (TOPS), to members. This service, established over 25 years ago, has expanded into a sophisticated executive search function. Using their computerized system, they match the employer's requirement to the qualifications and desires of the personnel in their manpower bank. TROA lists teaching as one of the areas they serve in placing military retirees.

The Marine Corps Reserve Officers Association communicates with retirees through its magazine, The Word, but it does not have a placement service for retirees. The association refers retirees to The Retired Officers Association's placement service described previously.

AMVETS, for American veterans of World War II, Korea, and Vietnam, maintains a staff of National service officers throughout the country to assist veterans and their dependents in obtaining benefits. These service officers are retired military personnel who assume their positions after a

period of training. AMVETS' only participation in offering second careers for military retirees is in hiring these service officers.

The Air Force Sergeants Association is another organization serving retired military personnel. The Air Force Sergeants Association Foundation in Educational Affairs is now working on a program to enable Air Force enlisted personnel to get degrees and/or training to make them competitive with civilians when they retire. This program is called Project Dual Track. The association is working with the City University of Bellevue, Washington, the American Society for Association Executives, Capitol Institute of Technology, and other agencies for Project Dual Track. Mr. Larry Tassone, project director, has expressed an interest in the materials developed during this study for use with his organization.

According to Donald E. Shasteen, Assistant Secretary for U.S. Department of Labor's (DOL) Veterans' Employment and Training division, The Veterans' Employment and Training Service is very interested in employment opportunities for military retirees. Their programs, however, are targeted to disabled veterans, Vietnam-era veterans, and recently separated military personnel.

State Employment Services administered under the U.S. Department of Labor offer information on job openings, but have few listing for teachers. A veterans' counselor is housed in each Job Services Office, specifically for serving veterans. The Veterans' Administration has a counselor in each office, but, for career counseling, persons are referred to the State Employment Service.

Teacher Certification

Information obtained from the four States contacted for teacher certification requirements showed a range of requirements for the length of occupational experience and the requirements for academic background. Trade and industrial education teacher certification requirements were obtained, since that seemed to be the vocational area of most potential for military retirees. California and Florida both require six years of occupational experience for teaching vocational education at the secondary and postsecondary levels. California requires a high school diploma for secondary teaching and a high school diploma with 24 hours of education courses for postsecondary teaching. Florida requires a high school diploma plus 20 hours of education courses at both the secondary and postsecondary levels.

Texas requires five years of occupational experience with only a high school diploma or three years of experience with a bachelor's degree to teach vocational education at the secondary level. Three years of experience are required at the postsecondary level with the bachelor's degree. Virginia requires a high school diploma, two years of occupational experience, and satisfactory completion of the National Occupational Competency Test or completion of a registered apprenticeship program at the secondary level. No teacher certification is required at the postsecondary level in Virginia; however, community colleges require a master's degree for instructors. Other requirements specific to each State may be noted in figure 2.

Many States are revising teacher certification requirements. As higher standards and more stringent graduation requirements are imposed on students, standards and requirements are being raised for teachers of those students. Therefore, the information collected during this study may very well be outdated shortly. Military retirees must check with the States in which they are interested to determine current certification requirements. For this reason, the State departments of vocational education are presented on the reverse side of the information profile.

STATE	LEVEL	EDUCATION REQUIRED	OCCUPATIONAL EXPERIENCE	NOTE: Minimum requirements for entry-level vocational education teaching positions. When different vocational areas had different requirements, trade and industrial requirements were cited.
CA	SECONDARY	High School	6 yrs	One year preliminary certificate that can be extended to five. Clear certification—two years of teaching experience and nine semester units of approved personal preparation.
	POSTSECONDARY	High School + 24 hrs of higher ed	6 yrs	12 semester units of higher education in specified teacher training areas.
FL	SECONDARY	High School + 20 hrs of Specified Ed Courses	6 yrs	Must pass each subtest of Florida Teacher Certification Exam. Completion of an approved Florida Beginning Teacher Program or three years of satisfactory teaching experience outside the State of Florida.
	POSTSECONDARY	Same	Same	Secondary schools, community colleges and vocational-technical centers have the same certification requirements. Junior colleges establish their own.
TX	SECONDARY	High School	5 yrs	This is the minimum for an emergency teaching permit.
		Bachelor's Degree	3 yrs	Provisional certificate.
	POSTSECONDARY	Bachelor's	3 yrs	
VA	SECONDARY	High School	6 yrs	At least two years of occupational experience beyond the learning stages, which usually includes four years of apprenticeship and two years journey skills. Satisfactory completion of the National Occupational Competency Test of Skills. Completion of a registered apprenticeship program.
	POSTSECONDARY	None	None	No teacher certification is required for the postsecondary level. Community colleges require a master's degree for instructors.

Figure 2. Teacher certification requirements

Barriers and Incentives to Employing Retired Military Personnel as Vocational Education Teachers

A specific objective of this study was to update the barriers and incentives for the employment of retired military personnel as vocational teachers. Information on barriers and incentives was obtained from various sources and confirmed by members of the technical panel, who did not view the barriers as insurmountable. For example, teacher certification requirements may be considered a barrier because they could deter some military retirees from considering vocational teaching as a second career. However, some States are instituting alternative certification requirements that will ease retirees' entry into the teaching profession, thereby overcoming the teacher certification barrier. An overview of the identified barriers and incentives is presented in this section.

Barriers

The Department of Defense does not feel a major responsibility for the second careers of retirees. The military services are interested in retaining their personnel as long as possible, having invested so much in their training. However, military personnel can be approached about vocational teaching as a second career after they have decided to retire. Ideally, retirees should decide on a second career earlier than at retirement, so they could acquire extra training in preparation for the second career. (The military services do encourage personnel to enroll in off-duty courses, which may be given on the installation or by area educational institutions. The services may pay a large share of the costs for such personal enrichment education.) Counselors could suggest education courses that would help retirees meet teacher certification requirements. A one-page information profile to aid counselors in working with potential retirees who might be interested in vocational teaching is provided in chapter 4.

Antimilitary sentiment may exist among some civilian educational personnel. This possibility was suggested by some of the individuals contacted during the course of this study. However, a study done by Rogers (1965) examined military retirees teaching in Florida's public junior colleges and concluded, "Administrators responsible for the employment of teachers . . . consider retired military personnel to be a valuable source of future junior college teachers provided adequate screening and selection procedures are used." The study also concluded that retired military personnel do not differ from other teachers and that they perform their duties as well or better.

Teacher certification requirements may present a barrier to retirees' transition to vocational education teaching. Although some vocational fields, most notably trade and industrial education, do not require college degrees, others do. Also, at the postsecondary level, certification requirements generally are not so stringent, enabling persons to teach without teacher certification. Some military retirees have college degrees or a great deal of college credit. Many retirees, including those lacking degrees, may exceed the work experience requirements for certification and also may have some teaching experience. Although retirees without degrees may look for employment in business and industry where extra preparation is not necessary, they might consider vocational teaching if they knew a degree is not always necessary for certification.

Teaching pays less than business and industry. Although military retirees might command higher salaries by working in business and industry, they receive retirement pay from the military service and may be willing to accept lower-paying vocational teaching positions for supplemental income. Teaching provides such advantages as working with young people or adults in learning situations, providing community service, choosing residence location, and having time off during the summer. These advantages may be incentive enough to entice some military retirees to go into vocational teaching.

There is no central clearinghouse for vocational education teaching vacancies. No efficient way exists for locating teaching positions in the States or regions military personnel want to live in after retirement. Retirees must contact individual school districts and sometimes individual schools to determine openings. They must first obtain lists of such districts or schools in the desired areas, determine if there are any vacancies in their specialties, then apply for the jobs. Military retirees who want to locate in the Virginia Tidewater area, as an example, can attempt to locate vocational education teaching positions by reading the local newspaper ads.

Retirees may lack recent hands-on experience in their fields. Most military personnel retire from the more senior ranks and, therefore, have most recently occupied administrative or supervisory positions. Their earlier hands-on experience, although it may be substantial, may not have been with the latest equipment and technology. However, as supervisors or administrators in their vocational fields, they are familiar with the technology and could easily upgrade their skills.

Military retirees may be unaware of opportunities in vocational education teaching. Some retirees who live in areas with high concentrations of military retirees may be aware of opportunities in vocational teaching because of greater community and regional efforts to attract this work force. Most retiring military personnel, however, have had little contact with the civilian vocational education community during their military careers and do not know about the potential.

No systematic programs exist to help retirees prepare for and locate postretirement employment. As noted earlier in this chapter, the military services generally do not counsel potential retirees for second careers. There are a few installation-level exceptions, such as Pensacola. That program could be expanded to other installations and services.

Incentives

Many military retirees have teaching experience. Persons eligible for retirement from the military services often have teaching experience. This teaching may have been formal, classroom type, or it may have been on-the-job training. Some military retirees have experience developing curriculum; others have experience teaching teachers or administering programs.

Military retirees have been participating in various kinds of education programs during much of their military careers. The military services require many courses or training sessions on subjects ranging from occupational specialty to human relations and substance abuse. The military services offer opportunities for personnel to acquire additional education through correspondence or in-residence programs to assist them in promotions in rank. They also are encouraged to participate in voluntary off-duty civilian education programs for their own personal development. All of these programs contribute to the retirees' familiarity with education. Retirees aware of vocational education teaching opportunities and interested in a second career in teaching can acquire additional preparation for teacher certification before they retire and afterwards.

Military personnel often retire relatively young and seek second careers. Although retirees do receive military retirement pay, they often seek second careers to supplement their income. Many also wish to continue to be of service to their community and nation, and vocational education teaching could fulfill that need.

Military retirees possess leadership and organizational skills. Retirees probably have reached senior enlisted or officer rank and have experience in leadership roles. Being competent leaders both in and out of the classroom makes military retirees assets to vocational education. Their organizational abilities also should prove to be assets as they function in vocational education settings.

Vocational education teaching offers regular hours and greater stability for family life. Military retirees' lives often have been filled with family separations due to isolated assignments and long and unusual hours of work. Permanent location is a particularly important incentive to many retirees with families.

Military retirees may be eligible for education benefits under the provisions of the GI (Government Issue) Bill or other military education programs. Retirees may be eligible for veterans' benefits that would pay for all or part of the costs for college courses that may be required for teacher certification. For example, most military personnel retiring during the 1980s are entitled to GI Bill educational entitlements.

Military retirees are entitled to one move, at government expense, to their homes of record or elsewhere the same distance or less from their last duty station. Retirees are thus enabled to seek vocational education teaching jobs outside the local area of their last duty station and move to new job locations with little personal expense.

Summary

Although the findings presented in this chapter are diverse in nature, they all have relevance to the problem addressed during this study.

Current military programs for counseling retirees on second careers are few. Second-career counseling is done at the discretion of the administration of the local installation, rather than servicewide with direction from DOD. The findings about current programs for each of the military services are presented.

Voluntary education is a very active program in the military services. It is usually administered at an installation by the Education Services Office and provides an excellent opportunity for personnel to improve their educational status while in the military service. It would provide an opportunity for personnel interested in vocational teaching to enroll in courses to meet teacher certification requirements.

Many organizations, such as The Retired Officers Association, serve military retirees. Some of them offer second-career counseling and placement services for members.

State Employment Services administered under the U.S. Department of Labor offer information on job openings but have few listings for teachers. A veterans' counselor is housed in each Job Services Office, specifically for serving veterans. The Veterans' Administration has a counselor in each office, but, for career counseling, persons are referred to the State Employment Service.

Teacher certification requirements nationwide are in a state of transition due to changes being made to upgrade the profession. Certification requirements obtained from the four States specified in this study showed a range of requirements with some different specifics for each State. Therefore, it is recommended that military retirees contact the State departments of vocational education for the State(s) in which they are interested for the latest teacher certification requirements.

Issues concerning the employment of military retirees as vocational education teachers are addressed throughout this report. Specific barriers and incentives identified by the technical panel are presented and discussed in this chapter.

CHAPTER 4.

PRODUCTS, DISSEMINATION, AND FUTURE DIRECTIONS

The materials developed during this study and suggestions for their use will be presented in this chapter. The materials include both those for the military services (brochure and information profile) and the list of recommendations for the vocational education community.

Initially, the plan was to develop information on vocational education teaching as a second career that would interface with existing military preretirement counseling models. Since no U.S. Department of Defense (DOD), servicewide preretirement counseling programs pertaining to second careers were located, a change in plans was required. Development of a complete second-career counseling model was well beyond the scope of this study. Therefore, based on the recommendations of the technical panel, which included the DOD representative, it was determined that the most practical activity would be development of materials about vocational education teaching that could be distributed to military retirees to assist them in planning for second careers.

Development of a list of recommendations for vocational education proceeded as originally planned. The recommendations are presented and discussed later in this chapter.

Military Materials

Figure 3 depicts the measures retiring military personnel must take to become employed as vocational education teachers. The focus of the materials developed in this study is on step 2, become aware of vocational teaching as a second career, and step 3, obtain information on vocational education teaching.

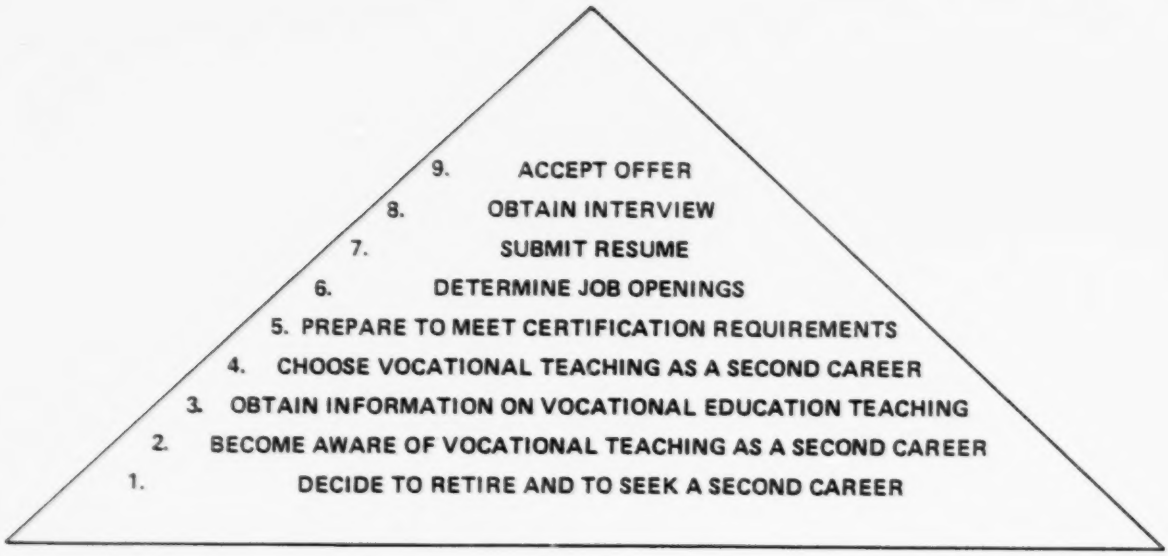
9. ACCEPT OFFER
8. OBTAIN INTERVIEW
7. SUBMIT RESUME
6. DETERMINE JOB OPENINGS
5. PREPARE TO MEET CERTIFICATION REQUIREMENTS
4. CHOOSE VOCATIONAL TEACHING AS A SECOND CAREER
3. OBTAIN INFORMATION ON VOCATIONAL EDUCATION TEACHING
2. BECOME AWARE OF VOCATIONAL TEACHING AS A SECOND CAREER
1. DECIDE TO RETIRE AND TO SEEK A SECOND CAREER

Figure 3. Steps in becoming a vocational teacher

The materials for the military services, developed during this study, consist of two elements--a brochure and an information profile. A printed format seemed most practical and was recommended by the technical panel for the materials.

Content Guidelines

Guidelines used in developing and evaluating the informational materials were those established by the National Vocational Guidance Association (NVGA) for literature on occupations, career fields, and/or industries, as reported in The Vocational Guidance Quarterly (1980, pp. 293-296).

Of these guidelines, the ones especially helpful during this study dealt with describing the duties and nature of the work in an interesting fashion; presenting the preparation required for entrance into the occupations; stating license, certification, or memberships required; and listing sources of additional information.

Brochure

Intended for distribution to retiring military personnel at preretirement briefings, a threefold brochure (figure 4) was designed to make potential retirees aware of opportunities in vocational education teaching. By answering general questions about vocational education teaching, the brochure should stimulate interested retirees to explore further a second career in vocational education teaching.

The Did You Know . . . . ? section fosters incentive by pointing out the financial rewards of vocational teaching for retirees, as well as teaching qualification that retirees possess by virtue of their military experience.

The middle panel contains three sections. What about Certification? contains a general statement informing retirees that most States grant provisional certificates that enable them to teach at full pay while fulfilling teacher certification requirements. Variables considered in teacher salaries are set forth in How Much Will You Make? Readers are directed to seek salary data from specific school districts. What Does the Future Look Like for Vocational Teachers? tells retirees about the rising demand for teachers and the projected increase in vocational education teacher demand.

The third inside fold, How Do You Find Out What Is Available and Where?, indicates that persons should contact school districts or the State director of vocational education for information on available teaching positions, certification requirements, and application procedures.

Finally, the back fold-in section lists some vocational areas in which military personnel are likely to have had occupational experience that could be used in teaching vocational courses. One back section is left blank for the installation using the brochure to provide information specific to that installation.

A PARTIAL LISTING OF VOCATIONAL AREAS THAT CAN USE YOUR EXPERIENCE:

- AIRCRAFT MAINTENANCE
- AUTO MECHANICS
- BUSINESS MACHINE REPAIR
- CARPENTRY
- DENTAL TECHNICIAN
- DIESEL MECHANICS
- ELECTRICAL TECHNOLOGY
- COMPUTER TECHNOLOGY
- FOOD SERVICE
- MEDICAL TECHNOLOGY
- OPTICS
- POLICE SCIENCE
- RADIO AND TV REPAIR
- REFRIGERATION AND AIR CONDITIONING
- WELDING

Figure 4. Brochure

VOCATIONAL EDUCATION TEACHING:

WANTED . . . Voc ed. teachers. Must have extensive occupational experience as well as experience in education and/or training. Must enjoy working with young adults and want to have a hand in shaping the future of the U.S. work-force . . .

A SECOND CAREER FOR THE MILITARY RETIREE

DID YOU KNOW

. . . that with your occupational experience you can teach in some vocational education programs without a college degree? Most states require teacher candidates to have five to seven years of occupational experience in a vocational subject area. Some states also may require that you pass a competency test, complete some coursework, or work toward a degree, if you do not have one.

. . . that many states will give you credit for your years in military service in determining pay and other benefits?

. . . that state teacher retirement systems will provide you with a second retirement income so you can enjoy your second retirement to the fullest?

WHAT ABOUT CERTIFICATION?

Most states grant provisional certificates that allow you to teach at full pay while fulfilling teacher certification requirements.

HOW MUCH WILL YOU MAKE?

Teacher salaries differ greatly depending on your experience, academic background, and geographic location. The specific school district is the best source for this information.

WHAT DOES THE FUTURE LOOK LIKE FOR VOCATIONAL TEACHERS?

School enrollments are beginning to increase and teacher demand is rising. A need for a million new teachers by 1990 is projected, with many of these in vocational areas.

HOW DO YOU FIND OUT WHAT IS AVAILABLE AND WHERE?

Each school district is responsible for its own hiring. You should contact the school districts in the areas you are considering for your next residence to inquire about the specific procedures for applying. Or you may contact the state director of vocational education for information on openings and certification requirements within the state.

If you need help in locating the state director of vocational education, contact the National Center for Research in Vocational Education, Program Information Office, 1960 Kenny Road, Columbus, Ohio 43210-1090, (614) 486-3655 or Toll Free (800) 848-4815 within the continental U.S. (except Ohio).

Information Profile

An information profile (figure 5) was developed to provide more in-depth information about vocational education teaching. One potential use is by counselors in the education service offices, who could use the profile as they discuss volunteer education plans with military personnel or as a handout when personnel specifically express an interest in more information about vocational education teaching as a career after retirement.

Entitled "Vocational Education Teaching as a Second Career," the profile states the basic concept of vocational education--preparing individuals for employment in agriculture, business, health, home economics, industrial arts, marketing and distribution, and trades and industry.

A description of the different work environments in which vocational and technical teachers might serve is presented, as well as the interests desirable for persons who wish to enter vocational teaching.

The two types of vocational teachers are explained--the in-school type and the cooperative education teacher. Maintenance of close communication with the local community in which they teach is stressed for both types. Student organization sponsorship is mentioned as another area of responsibility for most vocational teachers.

The reasons for vocational and technical education teacher demand and its steady increase, as well as the projected percentage increase by 1995, are set forth.

Some interests, attitudes, and requirements for vocational teachers then are stated. Interested persons are encouraged to consider teacher certification requirements early, so they can prepare to meet them upon retirement.

Since it is impossible to present all the needed information on one profile, interested military persons are encouraged to contact the State department of vocational education where they wish to locate. To facilitate these contacts, the State departments of vocational education and their addresses for all 50 States are given on the reverse side of the profile.

A Second Career: Vocational Education Teaching

Military Retirees

VOCATIONAL AREAS

Vocational education is the area of education that prepares individuals for employment in the following areas:

- Agriculture
- Business and Office
- Health
- Home Economics
- Industrial Arts
- Marketing and Distribution
- Trade and Industrial

TEACHING SITUATIONS

Vocational teachers work in high schools, vocational-technical centers, and community colleges. Individuals interested in teaching in vocational education must have a desire to work with youth and/or adults in preparing them for meaningful employment. There are two types of vocational teachers. One kind works mainly in a formal school setting with students in the classroom and laboratory. The other group teaches in cooperative programs that involve students in formal classroom programs combined with out-of-school, on-the-job experience. Both types of teachers must maintain close contact with the community to keep up to date in their fields. Cooperative teachers must make many additional community contacts to arrange for training and employment of their students. Vocational teachers also serve as advisors for the student organizations, e.g., VICA (Vocational Industrial Clubs of America), the national organization for students in trade and industrial education.

TEACHER DEMAND

Vocational teachers are in demand because of the urgent need for their graduates. Business and industry's demand for highly skilled workers is increasing faster than the supply. Vocational teacher demand is projected to increase by 42 to 49 percent between 1981 and 1995. Much of this increase will be in the high technology areas.

CERTIFICATION REQUIREMENTS

Vocational teachers not only must possess an interest in teaching, employment experience, and the willingness to develop needed teaching skills, but also must meet the teacher certification requirements of the States in which they plan to teach. For some areas of vocational education, a college degree is required in the specific subject matter, e.g., agriculture. In other areas, such as trade and industrial education, a college degree often is not compulsory. Instead, occupational experience combined with preservice and/or inservice teacher education is necessary.

FURTHER INFORMATION

For specific information about teacher certification requirements and available teaching positions, contact the state department of vocational education in state(s) of interest. Refer to the back of this page for a listing of state departments of vocational education.

Figure 5. Information profile

STATE DEPARTMENTS OF VOCATIONAL EDUCATION

For each state, address correspondence to: State Director of Vocational Education

ALABAMA
State Department of Education
State Office Building, Room 887
Montgomery, AL 36130

ALASKA
State Department of Education
Division of Adult and Vocational Education
Gold Belt Place, Pouch F
Juneau, AK 99811

ARIZONA
State Department of Education,
1535 West Jefferson Street
Phoenix, AZ 85007

ARKANSAS
Vocational & Technical Education Division
Arkansas Dept. of Education
Education Building West - 406D
3 State Capitol Mall
Little Rock, AR 72201

CALIFORNIA
State Department of Education
721 Capitol Mall, Fourth Floor
Sacramento, CA 95814

COLORADO
State Board for Community Colleges and Occupational Education
1313 Sherman Street
Denver, CO 80203

CONNECTICUT
State Department of Education
P O. Box 2219
Hartford, CT 06145

DELAWARE
State Department of Public Instruction
P O. Box 1402
Dover, DE 19901

DISTRICT OF COLUMBIA
District of Columbia Public Schools
Division of Career Development Programs
Presidential Building
415 Twelfth Street, NW.
Room 904
Washington, DC 20004

FLORIDA
State Department of Education
Knott Building
Tallahassee, FL 32301

GEORGIA
State Department of Education
1766 Twin Towers East
Atlanta, GA 30334

HAWAII
University of Hawaii
2327 Dole Street
Honolulu, HI 96822

IDAHO
Division of Vocational Education
650 West State Street
Boise, ID 83720

ILLINOIS
Adult, Vocational & Technical Ed.
Illinois State Board of Ed.
100 North First Street
Springfield, IL 62777

INDIANA
State Board of Voc. & Tech. Ed.
17 West Market Street
401 Illinois Building
Indianapolis, IN 46204

IOWA
Career Education Division
State Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

KANSAS
State Department of Education
120 East Tenth Street
Topeka, KS 66612

KENTUCKY
State Department of Education
2011 Capital Plaza Tower
20th Floor
Frankfort, KY 40601

LOUISIANA
State Department of Education
P O. Box 44064, Capitol Station
Baton Rouge, LA 70804

MAINE
Department of Education & Cultural Services
Education Building
State House Station #23
Augusta, ME 04333

MARYLAND
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

MASSACHUSETTS
State Department of Education
1385 Hancock Street
Quincy, MA 02169

MICHIGAN
Michigan Department of Education
P O. Box 30009
Lansing, MI 48909

MINNESOTA
State Board of Voc-Tech Ed.
564 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

MISSISSIPPI
State Department of Education
P O. Box 771
Jackson, MS 39205

MISSOURI
State Department of Education
P O. Box 480
Jefferson City, MO 65102

MONTANA
Office of Public Instruction
#106 State Capitol
Helena, MT 59620

NEBRASKA
State Department of Education
301 Centennial Mall South
P O. Box 94987
Lincoln, NE 68509

NEVADA
State Department of Education
400 West King Street
Carson City, NV 89701

NEW HAMPSHIRE
State Department of Education
Division of Instruct. Services.
Voc-Tech Services
State Office Park South
101 Pleasant Street
Concord, NH 03301

NEW JERSEY
Division of Vocational Education
225 West State Street, CN 500
Trenton, NJ 08625

NEW MEXICO
State Department of Education
Santa Fe, NM 87501-2786

NEW YORK
New York State Ed. Department
99 Washington Avenue
1 Commerce Plaza, Room 1624
Albany, NY 12234

NORTH CAROLINA
State Dept. of Public Instruction
Education Building, Room 535
Raleigh, NC 27611

NORTH DAKOTA
State Board for Vocational Education
State Capitol, 15th Floor
Bismarck, ND 58505

OHIO
State Department of Education
Ohio Departments Building
Room 907
65 South Front Street
Columbus, OH 43215

OKLAHOMA
State Department of Vocational & Technical Education
1500 West 7th Avenue
Stillwater, OK 74074

OREGON
State Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

PENNSYLVANIA
Pennsylvania Department of Education
333 Market Street, 6th Floor
Harrisburg, PA 17126-0333

RHODE ISLAND
Rhode Island Department of Elementary and Secondary Ed.
22 Hayes Street
Providence, RI 02908

SOUTH CAROLINA
State Department of Education
Rutledge Office Building, Room 908
Senate Street
Columbia, SC 29201

SOUTH DAKOTA
State Department of Education
Richard F. Kneip Building
700 North Illinois
Pierre, SD 57501

TENNESSEE
Division of Vocational-Technical Ed.
200 Cordell Hull Building
Nashville, TN 37219

TEXAS
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701

UTAH
Utah State Office of Education
250 East Fifth, South
Salt Lake City, UT 84111

VERMONT
Vermont Department of Education
State Office Building
Montpelier, VT 05602

VIRGINIA
Virginia Department of Education
P O. Box 6Q
Richmond, VA 23216

WASHINGTON
Commission for Vocational Education
Airdustrial Park, Building 17
State of Washington
Mail Stop LS-10
Olympia, WA 98504

WEST VIRGINIA
State Department of Education
State Office Building 6, Room B221
1900 Washington Street, East
Charleston, WV 25305

WISCONSIN
State Board for Vocational, Technical, & Adult Education
310 Price Place
P O. Box 7874
Madison, WI 53707

WYOMING
State Department of Education
Hathaway Building
Cheyenne, WY 82002

Recommendations for Vocational Education

The recommendations are addressed to the vocational education community. They were developed on the basis of information resulting from contacts with individuals in the vocational and military fields and the input of the technical panel convened for this project. Designed to increase the employment of retired military personnel as vocational education teachers, the following recommendations will increase the vocational education community's awareness of military retirees as a potential source of teachers and provide specific ideas for recruitment.

Local education agencies (LEAs), including secondary and postsecondary institutions, interested in employing military retirees as vocational education teachers should advertise their openings in the local newspapers in areas containing high concentrations of military retirees, such as San Diego, the Virginia Tidewater area, and many areas of Texas and Florida. Virginia employs a large number of military retirees in vocational education teaching positions. The recruitment of these teachers is accomplished through newspaper advertisements and is successful partly because of the large percentage of retired military personnel in the population.

State departments of vocational education should obtain information about military personnel retiring to their respective States; attempt to contact retirees through job fairs and placement services; and, through Job Services Offices, inform the retirees of vocational education teaching opportunities in their States. This information could be obtained from the State Occupational Information Coordinating Committees (SOICCs). In addition to information to be provided by DOD, SOICCs have a computer tape that contains information for converting military specialty codes to Directory of Occupational Titles (DOT) codes. Each State department will be able to use this enhanced information to determine the potential supply of retirees with the background needed to fill their teaching vacancies.

LEAs should inform State departments of vocational education of available teaching positions. This would enable the State departments to serve as the central point of contact for retirees desiring information on jobs available in each State.

LEAs should arrange to be present at local and regional job fairs designed for retirees and sponsored by military associations such as the Non Commissioned Officers Association of the United States. For example, the Non Commissioned Officers Association of the United States sponsored 17 job fairs in 1985. These job fairs usually are held in areas with high concentrations of military personnel.

LEAs and State education agencies (SEAs) should attempt to provide information to retirees during preretirement briefings provided by the military services. It may be difficult for institutions to present their information personally, as most installations will not permit outside recruiting. However, installation personnel will distribute information. A locally developed information package designed to complement the brochure and information profile produced during this study would provide the necessary information.

In contacting the military retirees, LEAs and SEAs should emphasize that in many vocational programs a college degree is not required for teaching. Local and State education agencies need to communicate clearly the requirements needed to obtain entry-level teaching positions. They also should communicate any course work and/or tests required to obtain permanent teaching certificates.

National and State Associations of vocational education need to promote the idea of hiring retired military personnel as vocational education teachers. This could be done through articles in their publications and through presentations by military representatives at National, State, and local meetings.

Use of Materials for Military Retirees

The underlying problem addressed during this study is the lack of communication and linkages necessary to bring together the supply and demand sides of vocational education teaching to facilitate the employment of retired military personnel as vocational education teachers.

On the supply side, military retirees can serve as a source of vocational education teachers, and, on the demand side, vocational education can provide potential job opportunities for military retirees. Both sides can benefit from a merging of needs. Facilitating this merger is the difficulty.

Figure 6 portrays graphically the supply and demand situation, the agencies involved and the role each plays, the materials developed during this study, and the points of impact to bring together supply and demand to facilitate the employment of military retirees as vocational education teachers.

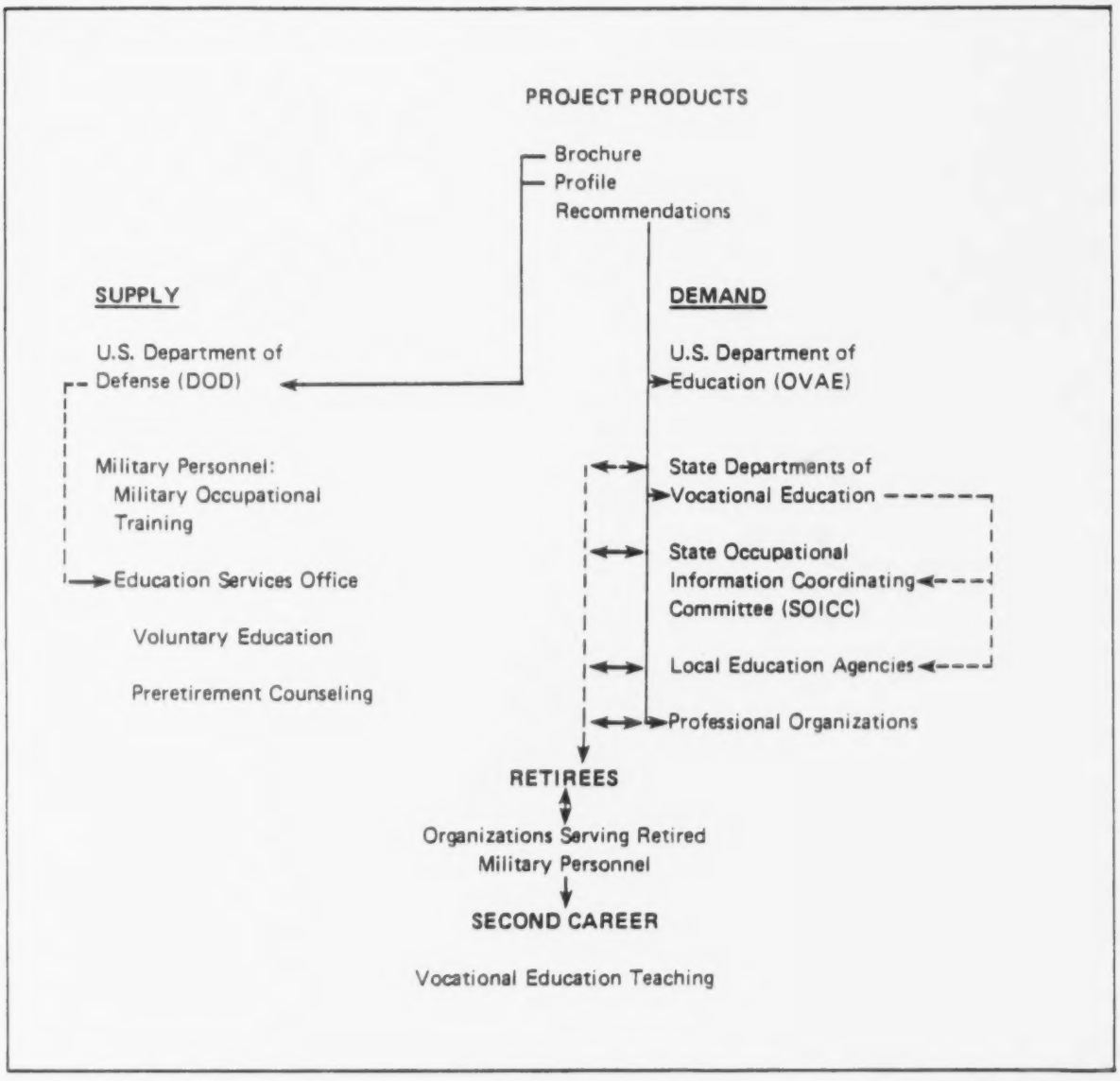

Figure 6. Information and linkages to facilitate the employment of retired military personnel as vocational education teachers

As the figure shows, the materials developed during this study are portrayed as overarching the entire framework because they are addressed to both the supply and demand sides. The brochure and profile are addressed to the military services, and the recommendations are addressed to vocational education.

On the supply side, DOD is the major actor, and it would be under the auspices of this agency that anything could be accomplished with potential military retirees. Further, the figure depicts the agencies that military personnel encounter as they progress through their military service. They will be provided military occupational training (e.g. Army, Military Occupational Specialty, MOS). This is the technical skill training that would be so beneficial in vocational teaching.

Materials developed for the military services could impact at local installations, where voluntary education and preretirement counseling occur. The information profile was prepared to be made available to the counselors in the education services office to assist them in working with military personnel who ask for more information about vocational education teaching. The brochure was designed to be disseminated to military personnel after they have decided to retire.

Organizations that assist military personnel after they retire do not operate under the auspices of DOD, and, because they work only with retirees, they can provide more extensive second-career counseling. These agencies can be another means of disseminating the informational materials to retired military personnel.

On the demand side, State and local agencies and professional organizations will implement the recommendations. Although the State departments of vocational education receive Federal funds administered by ED, they are autonomous and need a system to identify the specific teacher vacancies in their own States. This demand information is vital to retired military persons seeking positions as vocational education teachers. Since military retirees are referred to State departments of vocation education for specific information on teacher certification requirements and available positions, the recommendations for vocational education should be disseminated to the State departments of vocational education for further distribution to local education agencies.

Local education agencies (LEAs), both secondary and postsecondary, should have the recommendations for vocational education to use as a guide in tapping retired military personnel as a source of trained vocational teachers. The

LEAs should receive their copies through the State departments of vocational education. Postsecondary education in some States is under the Board of Higher Education and would have to be reached through that agency or directly.

Professional organizations serving vocational education, at both the National and State levels (e.g., American Vocational Association and State affiliates) could serve as promoters of the employment of retired military personnel as vocational education teachers. These organizations also should receive copies of the recommendations for vocational education.

The materials developed can be disseminated through numerous agencies that can support the facilitation of the employment of retired military personnel as vocational teachers. All of the agencies described can play a vital role in this process.

Future Directions

Dissemination of the materials on any large scale was not within the scope of this study. Therefore, a strategy for general distribution and use of the materials needs to be developed and implemented. The National Center can accomplish this task if additional resources can be obtained for this purpose.

1. In addition to ED, DOD-Education and Training, and State departments of vocational education, the following agencies should receive copies of the materials:

    - Military installations
    - Associations serving retired military personnel
    - U.S. Department of Labor, State employment services
    - Postsecondary institutions
    - Vocational associations
    - Local education agencies

2. Although the brochure and the information profile were developed on the basis of an extensive literature review, contact with the military services, technical panel recommendations, and project staff expertise, they have not been used. Therefore, it is recommended that, after dissemination and use, they be reevaluated and refined, if necessary, to make them more applicable to the military retirees and counselors using them.

3. Vocational State education agencies should consider maintaining flexibility in their teacher certification requirements, in order not to exclude persons such as military retirees as a resource.

4. The associations serving retired military personnel should be encouraged to give visibility to the materials through their publications and to disseminate the materials through job fairs and other activities.

5. The American Vocational Association and the National Association of State Directors of Vocational Education should be encouraged to give visibility to the vocational recommendations and disseminate them.

6. The possibility of expanding the computerized online placement service of The Retired Officers Association and linking it with other associations serving military retirees to provide a comprehensive system should be explored. With its extensive experience in developing and maintaining online databases, the National Center should be considered to coordinate this activity, as was suggested in the Systems Development Corporation study.

7. Because a critical need for vocational and technical teachers is expected in some areas and retired military personnel could provide a source of technically trained teachers, further activity and implementation needs to follow this study. New resources should be sought to continue the work.

Summary

The National Center will prepare the materials in camera-ready form so agencies may duplicate them for distribution. In implementing the materials for the military services, care must be taken to avoid making the impression that vocational education is "raiding" the military services and "stealing" its technicians. Contact with military personnel should occur only after persons have decided to

retire or have requested such information from counselors. For this reason, the brochure developed will be distributed only to persons who have made that decision. This dissemination will be accomplished efficiently by distributing the brochures during preretirement briefings. Although the military services generally do not counsel personnel for a second career, technical advisory panel members could see no problem with distributing information to personnel who already had decided to retire. Likewise, the information profile will be used by counselors with military personnel who request such material or by military personnel who have decided to retire.

The recommendations should be disseminated to the State departments of vocational education for their use and further distribution to local schools, both secondary and postsecondary. In some States, postsecondary education is administered by the Board of Higher Education, and, in such cases, dissemination would have to be done through that board or directly to each postsecondary institution.

Future directions call for developing and implementing a strategy for distribution and use of the materials. Suggestions are to provide copies of the materials to six groups in addition to the ones specified to receive them and to reevaluate and refine the materials after dissemination and use. Development of a system of acquiring and analyzing vocational and technical teacher demand data is recommended. Teacher certification requirements should be flexible enough to allow military retirees to become vocational education teachers, associations serving retired military personnel should publicize and disseminate the materials, and the American Vocational Association and the National Association of State Directors of Vocational Education should publicize and disseminate the vocational recommendations. The final major recommendation is that the possibility of expanding the computerized online placement service of The Retired Officers Association and linking it with other associations serving military retirees to provide a comprehensive system should be explored.

APPENDICES

APPENDIX A: ADVOCNET Message and Response

The National Center is conducting a project involving the employment of Military Retirees as vocational education teachers. We are interested in:

- Current or proposed plans for employing military retirees as vocational teachers
- Barriers to and problems with hiring military retirees as vocational teachers
- Credit for military training and/or teaching experience in meeting any credentialing requirements

If you have any information in these areas or other input for the project respond by ADVOCNET to J. Miller ATT: Shirley A. Chase or contact Dr. Shirley A. Chase, the National Center For Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, (800) 848-4815 or (614) 486-3655.

AR RR .. SEND

TO: DR. SHIRLEY A. CHASE
FROM: DR. J. BARRY BALLARD, DIRECTOR
VOCATIONAL AND TECHNICAL EDUCATION DIVISION
DEPARTMENT OF EDUCATION
LITTLE ROCK, ARKANSAS 72201

SUBJECT: EMPLOYING RETIRED MILITARY PERSONNEL AS VOCATIONAL EDUCATION TEACHERS

CREDIT IS AWARDED FOR TEACHING EXPERIENCE AND/OR WORK EXPERIENCE IN A GIVEN AREA IN MEETING CREDENTIALING REQUIREMENTS; HOWEVER, NO CREDIT IS PROVIDED SUCH AS VETERANS' POINTS.

NO SPECIFIC BARRIERS OR PROBLEMS HAVE BEEN IDENTIFIED IN HIRING RETIRED MILITARY PERSONNEL. ONE ASSET IS THAT, WITH THEIR RETIREMENT PAY, THEY ARE SOMETIMES MORE FAVORABLE TO ACCEPTING OUR MODERATE SALARIES THAN OTHER JOB SEEKERS.

WE HAVE EMPLOYED SOME VERY FINE TEACHERS AND SOME POOR ONES FROM THE RETIRED MILITARY APPLICANTS WE HAVE HAD.

To: J.MILLER (AV00010)
From: W.JOHNSON (AV01200) Posted: Tue 6-Mar-85 15:21 EST 9/9 83 (11)
Subject: EMPLOYING RETIRED MILITARY PERSONNEL AS VOCATIONAL EDUCATION TEACHERS

--More--

ATT: DR. SHIRLEY A. CHASE

1. MILITARY RETIREES ARE AND HAVE BEEN EMPLOYED AS VOCATIONAL TEACHERS.

2. PROBLEMS WITH HIRING MILITARY RETIREES ARE CERTIFICATION PROCEDURES (PROCEDURES WILL BE FORWARDED BY MAIL).

3. MAXIMUM OF THREE YEARS CREDIT IS GIVEN FOR MILITARY TRAINING IN ADDITION TO TEACHING EXPERIENCE FOR PAY PURPOSES.

WILLIAM P. JOHNSON WPJ/A

Disposition: D

End of Mail.

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APPENDIX B: Response Letters from Military Services

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS AIR FORCE MANPOWER AND PERSONNEL CENTER
RANDOLPH AIR FORCE BASE TX 78150 -6001

April 12, 1985

John E. Tennant
Graduate Research Associate
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Dear Mr Tennant

This responds to your Freedom of Information request of March 20, 1985 as amended by your letter of April 2, 1985. The latter was received on April 10, 1985.

Attached are statistics for fiscal years 1982, 1983, and 1984 which cover the calendar period from October 1, 1981 - September 30, 1984.

Sincerely

MILTON R. McFARLAND, Lt Col, USAF
Chief, Policy and Procedures Branch
Directorate of Pers Program Actions

2 Atch
1. Officers Retirement by Career Field
2. Airmen Retirement by Career Field

cc: AFMPC/MPCDOP

Retirement to the Military - Separation to the Force

DEPARTMENT OF THE ARMY
OFFICE OF THE ADJUTANT GENERAL
U.S. ARMY RESERVE COMPONENTS PERSONNEL AND ADMINISTRATION CENTER
ST. LOUIS, MO. 63132

REPLY TO ATTENTION OF
Personnel Services Directorate PSF

MAY [illegible]

Mr. John E. Tennant
Graduate Research Associate
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Dear Mr. Tennant:

This is in reply to your request submitted under the Freedom of Information Act for a list of the number of Army retirees by MOS for the years 1982, 1983 and 1984.

Enclosed is a roster of the number of Army retirees by MOS for the requested years. The number to the left is the number of retirees in each MOS.

I am pleased to be of service to you and hope this roster assists you with your project.

Sincerely,

James E. Baynham
Freedom of Information
Privacy Act Officer

Enclosure

68 BEST COPY AVAILABLE

DEPARTMENT OF THE NAVY
NAVAL MILITARY PERSONNEL COMMAND
WASHINGTON, D.C. 20370

IN REPLY REFER TO
N-05: sew
30 April 1985

Mr. John Tennant
National Center for Research
in Vocational Education
Ohio State University

Dear Mr. Tennant:

As requested in your telephone call to me on 15 March 1985, the enclosed information is forwarded.

The information you requested was not readily available, thus a special computer program was initiated to extract the particular figures you desired. This fact, coupled with your request by telephone instead of in writing, resulted in the rather lengthy delay in preparing the information for your use. Likewise, the information you asked for had to be processed through the normal Freedom of Information Act requirements.

I hope the information we are able to provide is beneficial to your use.

Sincerely,

SCOTT E. WILSON
Lieutenant, U. S. Navy
Deputy Assistant for
Public Affairs

APPENDIX C: Organizations Contacted and Response Letters

Air Force Association
1501 Lee Highway
Arlington, VA 22209-1198
Air Force Magazine

The American Legion
700 N. Pennsylvania St.
Indianapolis, IN 46204
(317) 635-8411
American Legion Magazine

American Military Retirees Assoc.
69 Clinton St.
Plattsburgh, NY 12901
(518) 563-9479
National News Report

American Veterans of WW II,
Korea, and Vietnam (AMVETS)
4647 Forbes Boulevard
Lanham, MD 20706
(301) 459-9600
National AMVET

The Army Sergeants Assoc.
P.O. Box 34930
Washington, D.C. 20034

Disabled American Veterans
3725 Alexandria Pike
Cold Spring, KY 41076
(606) 441-7300
Magazine
National Service Newsletter

Fleet Reserve Association
1303 New Hampshire Avenue, NW
Washington, D.C. 20036
(202) 785-2768
Naval Affairs Magazine

Marine Corps League
956 N. Monroe St.
Arlington, VA 22201
(703) 524-1137
MCL News

Marine Corps Reserve Officers' Assoc.
201 N. Washington St., Suite 206
Alexandria, VA 22314
(703) 548-7607
The Word

National Association for Uniformed
Services
5535 Hempstead Way
P.O. Box 1406
Springfield, VA 22151
(703) 750-1342
Uniformed Services Journal

National Guard Assoc. of the U.S.
One Massachusetts Avenue, NW
Washington, D.C. 20001
(202) 789-0031
National Guard

Naval Enlisted Reserve Assoc.
6703 Farragut Avenue
Falls Church, VA 22042
(703) 534-1329
Mariner

Naval Legion of the United States
2300 Wilson Boulevard
P.O. Box 400
Arlington, VA 22210

Naval Reserve Assoc.
1619 King St.
Alexandria, VA 22314
(703) 548-5800
NRA News

Reserve Officers Association
of the United States
One Constitution Avenue, NE
Washington, D.C. 20002-5624
(202) 479-2200
The Officer

Retired Association for the
Uniformed Services
P.O. Box 120692
Nashville, TN 37212

Retired Armed Forces Assoc., Inc.
135 Garfield Avenue
New London, CT 06320

Retired Enlisted Assoc.
1599 Dayton St.
Aurora, CO 80010
(303) 364-8737
The Voice

The Retired Officers' Assoc.
201 North Washington Street
Alexandria, VA 22314
(703) 549-2311
The Retired Officer Magazine

U.S. Army Warrant Officers
Association
P.O. Box 2040
Reston, VA 22090
(703) 620-3986
Newsliner

Veterans of Foreign Wars of the
United States
200 Maryland Avenue, NE 15459
Washington, D.C. 20002
VFW Magazine

Reserve Officers Association of the United States

THE PROFESSIONAL ASSOCIATION REPRESENTING ALL MILITARY OFFICERS
ARMY ★ NAVY ★ AIR FORCE ★ MARINE CORPS ★ COAST GUARD ★ PUBLIC HEALTH SERVICE ★ NOAA

25 July 1985

Mr. John E. Tennant
Graduate Research Associate
The Ohio State University
1960 Kenny Road
Columbus, Ohio 42310-1090

Dear Mr. Tennant:

Your letter to Maj. Gen. Roberts (who retired early last year), has come to my attention.

This Association is devoted chiefly to the concerns of national security and reserve readiness.

I suggest you contact The Retired Officers Association, 201 Washington Street, Alexandria, VA 22314, which has an active program of job placement. I believe that the Association of the U. S. Army, 2425 Wilson Boulevard, Arlington, VA 22201, also does job placement.

With best wishes, I am

Sincerely,

Robert E. Spiro, Jr.
Rear Admiral, USNR (Ret.)
National Executive Director

RES/gw

ONE CONSTITUTION AVENUE, N.E., WASHINGTON, D.C. 20002-1624 ★ TELEPHONE (202) 479-2200

NATIONAL ASSOCIATION FOR UNIFORMED SERVICES
5535 HEMPSTEAD WAY
SPRINGFIELD, VIRGINIA 22151-4094
TEL. (703) 750-1342

The Servicemembers' Voice in Government
Established 1968

July 29, 1985

BOARD OF DIRECTORS

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EXECUTIVE STAFF

[illegible]

Mr. John E. Tennant
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Dear Mr. Tennant:

The National Association for Uniform Services (NAUS) is in complete agreement with the objectives of your research effort and eventual program.

NAUS does not have any program specifically designed to facilitate retirees in finding second careers. We do however, have a bi-monthly magazine and would be most happy to consider including some of your future copy as to the objectives of your program.

I am unaware of any existing program exclusively geared towards hiring ex-military as vocational instructors. It has been understood that for many years one of the identified shortcomings of the education of minorities in predominantly inner city schools has been the lack of a strong positive teacher image. There is an understandably need for an image usually associated with dominate male leaders such as retired NCO's as teachers within those schools. There is little question in my mind, at least, that a typical black male retired Master Sergeant teaching vocational education or for that matter any subject, could command the respect of his class where presently young female teachers do not and can not accomplish that respect.

I personally think you not only have a winning concept but one that possibly needs further expansion into other subjects as well as vocational education. We at NAUS will do what we can in the future to assist your noble efforts.

Sincerely,

CHARLES M. FOLLMO
Colonel USAR (Ret)
Secretary

CMF:dj

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THE
RETIRED
OFFICERS
ASSOCIATION
201 N. Washington St., Alexandria, VA 22314 • (703) 549-2311

OFFICER PLACEMENT SERVICE

July 29, 1985

Mr. John E. Tennant
Graduate Research Association
The Ohio State University
The National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, OH 43210-1090

Dear Mr. Tennant:

I am responding to your letter of July 19, 1985 to General Manor.

First, our organization does have a service for finding second careers for officers who get out of the military service. The enclosed brochure will explain this service. I am also enclosing a copy of our booklet, Marketing Yourself for a Second Career.

Second, I do not know of any existing programs whose purpose is to facilitate the employing of retired military personnel as Vocational Education Teachers.

Third, I am enclosing a copy of our magazine, The Retired Officer. Any articles which you would like to have published in this magazine should be submitted to the editor.

I hope this information is helpful.

Sincerely,

Doug Carter
Colonel, USAF (Ret)
Director, Officer Placement Service

DC:aeg
Enclosure

NATIONAL GUARD ASSOCIATION OF THE UNITED STATES

ONE MASSACHUSETTS AVENUE, NORTHWEST • WASHINGTON, D.C., 20001 • (202) 789-0031

11 July 1985

Mr. John E. Tennant
National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, Ohio 4310-1090

Dear Mr. Tennant:

Major General Bruce Jacobs, the Staff Director for the National Guard Association of the United States, asked me to reply to your letter of 19 July.

We applaud you for your endeavors in this worthwhile undertaking. Our membership, over 56,000 strong, consists of active National Guard officers and warrant officers. Because most of our membership are active Guard members, they may not be interested in your undertaking.

We know of no other program to facilitate the employing of retired military personnel as vocational education teachers.

Our publication is the National Guard magazine. They will consider news releases, but will look at the applicability of the subject matter to the National Guard. The magazine shares the same address.

We wish you success in your efforts.

Sincerely,

VICTOR DUBINA
Captain, ORARNG
Director, Public Relations

TOTAL FORCE: THE PARTNERSHIP THAT IS WORKING!

NOEL C. WOOSLEY
NATIONAL SERVICE DIRECTOR

AMVETS

American Veterans of World War II, Korea and Vietnam
National Headquarters
4647 Forbes Boulevard, Lanham, Maryland 20706 301 459-9600

August 7, 1985

Mr. John E. Tennant
Graduate Research Associate
The National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090

Dear Mr. Tennant:

Thank you for your letter of July 19th requesting information for a project you are working on pertaining to the employment of retired military personnel.

AMVETS maintains a staff of national service officers throughout the country to assist veterans and their dependents in obtaining benefits to which they are entitled by law. A number of these service officers are retired military who assume their positions after a period of training. To this extent AMVETS does participate in offering a second career for military retirees.

We do not know of any specific program to facilitate the employment of retired military personnel as vocational teachers. As a suggestion, you may contact The Retired Officers Association, 201 N. Washington St., Alexandria, VA 22314, telephone (703) 549-2311.

Enclosed is a copy of The National AMVET which is mailed regularly to members of AMVETS. We hope you will find this useful and informative.

With kind regards and best wishes.

Very truly yours,

Noel C. Woosley
National Service Director

Enclosure

NCW/as

NAVAL ENLISTED RESERVE ASSOCIATION
NERA NATIONAL HEADQUARTERS
6703 FARRAGUT AVENUE, FALLS CHURCH, VA 22042-2189
703-534-1329

August 9, 1985

Mr. John E. Tennant
Graduate Research Associate
The Ohio State University
1960 Kenny Road
Columbus, Ohio

Dear Mr. Tennant:

Thank you very much for informing this association of your project. However, the majority of our members would not be candidates for this type of program since our members retire from the Naval Reserve at 60 years of age and are usually pursuing a civilian career up until that time and in many cases beyond that time.

We appreciate your writing us and giving us this information.

Respectfully yours,

Michael Buckley
National Executive Director

MB/es

VETERANS OF FOREIGN WARS OF THE UNITED STATES

August 12, 1985

John E. Tennant, Graduate Research Associate
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Dear Mr. Tennant:

Your letter along with attachment to Adjutant General Howard E. Vander Clute, Jr. requesting information with regard to a program to facilitate military retiree's finding a second career has been referred to my office for reply.

Inasmuch as there is not currently any program such as you refer to being administered by this Headquarters, I am forwarding your letter and enclosure to our Washington Office in order that the appropriate staff member may review it and prepare a reply.

Sincerely,

Thomas L. Kissell
Administrative Assistant

TLK:lc

cc: Washington Office

MCROA

Marine Corps Reserve Officers Association
201 N. Washington St., Suite 206
Alexandria, Va. 22314
(703) 548-7807

August 13, 1985

Mr. John E. Tennant
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090

Dear Mr. Tennant:

This letter is in response to your July 19, 1985 correspondence regarding employment of retired military personnel as vocational education teachers.

Our association does not have a placement service for retirees. You should contact Col. Robert D. Carter, USAF Ret, Director, Placement Service for the The Retired Officers Association, 201 N. Washington Street, Alexandria, VA 22314.

Col. Carter directs a very successful placement service for retired military officers and I believe would be very interested in your project. They also publish a magazine.

Our association does publish a magazine called "The Word" on a bimonthly basis. We can assist you by disseminating information to our members, if you desire.

You can submit articles to me by the 1st of the preceding month of issue. For example, the Nov/Dec issue has a cut-off date of October 1.

If I can be of further assistance please let me know.

Sincerely,

Robert L. Talbert
Colonel USMCR Ret
Executive Director

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Air Force Association
1501 Lee Highway, Arlington, Virginia 22209-1198 (703) 247-5800
An Independent Non Profit Aerospace Organization

September 24, 1985

Mr. John E. Tennant
Graduate Research Associate
The National Center for
Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210-1090

Dear Mr. Tennant:

Thank you for letting us know about your project investigating employing retired military personnel as vocational education teachers. It sounds as if it would have many applications.

To answer your questions, in the order posed:

a) No, we do not provide an avenue for retirees to investigate a second career through our Association. However, those of our members who are active duty military, when they approach retirement, do have the opportunity to participate in Air Force-sponsored programs.

b) See a above. While many bases have pre-retirement programs, we know of no specific programs that channel retirees into the vocational education teaching field.

c) Yes, we do publish a Magazine for our members — the award winning AIR FORCE Magazine. The Bulletin Board section (see page 220 of the enclosed complimentary copy) which I write, would be pleased to learn of any of the results of your study. While we can never promise that any submission will be included in the column, just send along a letter or news release when your results are in and we'll be happy to take a look at them.

We wish you all success with your project.

Sincerely,

James A. McDonnell, Jr.
Military Relations Editor

JAM:mam

Enclosure

APPENDIX B: Technical Panel Members

Military Representatives

Carol S. Osborn
Professional Assistant
Principal Civilian Advisor on Education and Training
Naval Education and Training Command
NAS Pensacola, FL 32508
(904) 452-4394

Col. William A. Scott
Director, Education Directorate
Office of Assistant Secretary of Defense
Force Management and Personnel
Military Manpower and Personnel Policy
3D930, Pentagon
Washington, D.C. 20301-4000
(202) 695-1760

Vocational Education Representatives

Mack Canterbury
Supervisor Trade and Industrial Education
Virginia State Department of Education
P.O. Box 60
Richmond, VA 23216
(804) 225-2090

George Sterling
Supervisor, Research, Survey, Evaluation &
Exemplary Programs
Division of Vocational Education
Ohio State Department of Education
Room 904
65 South Front Street
Columbus, Ohio 43215
(614) 466-2095

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APPENDIX C: Agendas

18 June 1985

8:00	Pick up at Hilton Inn
	Coffee and doughnuts at AccuRay/browsing
8:30	Welcome to the National Center
	Panel's purpose and project overview
	Background Summary
10:00	Panel inputs into background information
	.. issues, barriers, incentives
	.. existing programs
11:00	Elements to be incorporated into a counseling model
12:00	Lunch
1:30	Develop specifics for model
	.. Pensacola program
	.. Staff model
4:30	Summarize day 1 activities
	Overview day 2 activities

Agenda

16 June 1995

8:00	Pick up at Hilton Inn Coffee and doughnuts at Accuray
8:30	Develop recommendations for vocational education community and military
10:00	Dissemination of model and recommendations - To Whom? - How?
12:00	Lunch
1:30	National Center orientation

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